DOCUMENT RESUME

ED 096 414 CE 002 012

TITLE Taoscore Teacher's Guides: Phase 3.
INSTITUTION Taos Municipal Schools, N. Mex.
NOTE 98p.; Pagination is irregular; For related document, see CE 002 013

EDRS PRICE MF-$0.75 HC-$4.20 PLUS POSTAGE
DESCRIPTORS *Career Education; Curriculum Guides; *Elementary Grades; Elementary School Curriculum; *Integrated Curriculum; Learning Activities; Lesson Plans; Simulated Environment; *Simulation; *Teaching Guides
IDENTIFIERS Career Awareness

ABSTRACT

The teacher's guide to elementary level career education is comprised of 11 units of learning activities, two each for grades 1-6. Each unit is a simulation of a career cluster; through active participation in the simulation, the students develop career awareness as well as curriculum-related concepts in math, language, reading, social studies, and science. Each unit includes objectives, teaching activities, directions for creating specific aspects of the simulation, and a list of materials necessary to carry out the activities. The simulations are: bank, popsicle sales, plant nursery, egg hatchery, dam construction, forestry, restaurant, Easter egg manufacturing, health occupations, mass communications, and jewelry manufacture. A final sixth-grade unit, "Working Toward Your Future," prepares students to make career choices. These units are representative examples drawn from a series of complete guides to teaching activities for each grade. (AJ)

BEST COPY AVAILABLE

PHASE III

TAOSCORE TEACHER'S GUIDES

U.S. DEPARTMENT OF HEALTH, EDUCATION & WELFARE
NATIONAL INSTITUTE OF EDUCATION
THIS DOCUMENT HAS BEEN REPRODUCED EXACTLY AS RECEIVED FROM THE PERSON OR ORGANIZATION ORIGINATING IT. POINTS OF VIEW OR OPINIONS STATED DO NOT NECESSARILY REPRESENT OFFICIAL NATIONAL INSTITUTE OF EDUCATION POSITION OR POLICY

(TAOS Municipal Schools,
TAOS, N. Mexico)

"Taoscore Teacher's Guide"

TAOSCORE Phase III
Materials Delivered

1-6 CAREER EDUCATION

CONCEPT DEVELOPMENT MATRIX

	GRADE 1	GRADE 2	GRADE 3	GRADE 4	GRADE 5	GRADE 6
UNIT SEVEN			Dam Simulation 14 Sessions	Restaurant Simulation 10 Sessions (ON-GOING)		Jewelry Manufacturing Cor[illegible]ation [illegible]ions
'NIT EIGHT			Forest Simulation 8 Sessions	Easter Egg Manufacturing Simulation 5 Sessions	Health Occupations 5 Sessions	[illegible]oward [illegible]ure 9 [illegible]ns
'NIT NINE	Bank Simulation 5 Sessions ON-GOING				Mass Communications Simulations 6 Sessions	
'NIT TEN	Popsicle Sales Simulation 5 Sessions	Plant Nursery Simulation 7 Sessions				
'NIT ELEVEN		Egg Hatchery Simulation 5 Sessions				

UNIT NINE: BANK SIMULATION
(5 Sessions- May be On-going)

EXPECTED STUDENT PERFORMANCE:

The student will be able to:

--participate in the simulation as both a bank employee and as a customer

--make deposits in his savings account, record the amount in a Bank book, and make withdrawals

--write out a check

--store treasures in a safety deposit box

CURRICULUM RELATED CONCEPTS:

MATH: Adding and subtracting to 10; writing numbers and figures to ten; making change with play money; counting money up to two dollars

WRITING: Story about the field trip to the bank and about the people who work there

MATERIALS NEEDED:

Play money including dollar bills and change
Home made checks - one per student
Boxes for safety deposit boxes
Police hat for bank guard
2 rubber stamps that read "paid"
2 ink pads
2 large appliance boxes for teller's booths

TEACHING ACTIVITIES	RESOURCES
ession 1 - ORGANIZING THE SIMULATION --HAVE 5 officials of the Construction Company Simulation write out a paycheck for each student in "payment" for his work on the house. Run ditto sheets of checks, have students cut them out and fill them in as shown on the next page.	

TEACHING ACTIVITIES

RESOURCES

XXX Construction Company

March 1 1973

Pay to John Mass $1.87

One & 87/100 Dollars

(Manager signs here)

First Grade Bank

WRITING figures

WRITING numbers

--TEACHER will instruct students in how to fill out checks. Then we they are all complete:

SAY: When you work for someone, what does your employer give you for working? (money or pay)

--HAVE Company officials hand out the checks to each employee.

--ASK: What did you just get from the Construction company? (paycheck) (EXPLAIN, it is not a real check)

--ASK: What do you do with a paycheck? (go to the bank and get it cashed into money)

How much does it say on your check that you will get? ($1.87)

READING figures & numbers

IN how many places does it say how much you are to get? (two)

--ASK: If we want to cash these pretend checks, what will we have to start next? (a bank)

--HAVE students select a bank manager and a name for their bank.

--ASK: What other employees will the bank have? (tellers)

WRITE "tellers" ON THE BOARD.

TEACHING ACTIVITIES

FIRST GRADE RESOURCES

--ASK: What do tellers do?
(cash checks; take your money and deposit it in your account; take money out of your account for you)

Where do tellers work in a bank?
(a window or cage at the bank or in the drive-in window)

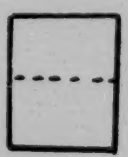
What other employees does a bank have? (guard, loan officers, etc)

--TELL students they will be taking a field trip to visit a bank and can talk to the bank employees. After that, the class will start its own bank. HAVE STUDENTS KEEP THEIR PAYCHECKS FOR WHEN THEIR BANK OPENS.

--HAVE Bank Manager select some students to construct tellers windows (2) with the large appliance boxes. OTHER students can make a large sign to hang over the bank with the bank name on it.

--DIRECT other students in the making of Savings Account books -- one for each student.

1) Take 1 sheet of $8\frac{1}{2}$ X 11 paper



2) Fold it in half as shown:

3) Cut on the fold to make 2 sheets:

4) Stack the two pieces on top of each other and fold across center:

5) A construction paper cover may be cut to fit.

6) Staple books through the center fold.

--STORE the Savings books in the bank for now.

TEACHING ACTIVITIES	RESOURCES
Session 2 - FIELD TRIP TO BANK	FIELD TRIP
--TOUR the bank facilities. --HAVE students observe: tellers at work safety deposit boxes vault bank guard bank manager bank machines cameras for protection --HAVE employees tell students about their occupations. --ASK Manager how the tellers learn their jobs? (training) --ASSIGNMENT: Write a story about what you saw at the bank, and about what you liked the best.	
ession 3 - TELLER TRAINING	
--ASK: Do bank customers have to be able to count money or are tellers the only ones? Why? (Customers need to know if the tellers gave them the right amount of money. Even bank tellers make mistakes) --GIVE every pair of students the following play money: 2 - one dollar bills 2 - half dollars 4 - quarters 10 - dimes 20 - nickles 5 - pennies --HAVE members of a pair take turns playing "teller" and "customer". The "teller" counts out the change, and the "customer" sees that the teller has not made a mistake. (continued next page)	

TEACHING ACTIVITIES	FIRST GRADE RESOURCES

--HAVE students count out:
WRITE figures on board:
$1.00 in half dollars
$1.00 in quarters
$1.00 in dimes
$1.00 in nickles

.05	68¢	1.40
10¢	69¢	1.45
12¢	71¢	1.49
15¢	75¢	1.50
20¢	79¢	1.51
25¢	80¢	1.68
30¢	83¢	1.69
35¢	85¢	1.75
37¢	87¢	1.77
33¢	88¢	1.80
40¢	90¢	1.82
44¢	95¢	1.85
50¢	1.04	1.87
55¢	1.21	1.89
56¢	1.25	1.90
60¢	1.32	1.94
		1.95
		1.99
		2.00

MATH: Counting money up to $2.00

--REPEAT this activity for several sessions until each student can quickly make the change.

--HAVE bank manager hire 6 tellers to work 3 different shifts during bank hours. (Plan to rotate jobs so that each student has a chance to be a teller at some time)

Session 4 - CASHING CHECKS

--EXPLAIN that in order to cash a check, you need to endorse it first.
DEMONSTRATE how to turn the check over and sign your name across the left edge.
EXPLAIN: endorse means to correctly sign a check.

--POST the banking hours and have students go to the bank to cash their checks under the following procedure:

TEACHING ACTIVITIES	FIRST GRADE RESOURCES
For cashing checks: payee endorses check goes to tellers window when there is not a big long line waiting	READING figures and words on checks
tells "teller" he wants to cash his check	Counting money
Teller looks to see if check is endorsed	
He stamps "PAID" on front of check and keeps check	
Teller counts out amount of check and gives play money to customer	Counting money
Customer counts money to see its right	
--HAVE students keep their play money for later when they can use all or part of it to start a Savings Account or to rent a safety deposit box.	

ession 5: OPENING SAVINGS ACCOUNTS

--EXPLAIN: There are two kinds of bank accounts that customers can have at a bank. One of them is a checking account. Your parents may have a checking account. When they get a paycheck, they take it to the bank. The bank keeps their money for them where it is safe. When your parents need money, then what do they do? (write a check)

The check goes back to the bank. It tells the bank that you have spent so much of the money they have in the bank.

--HAVE students work this problem on paper:

If you had $5.00 in a checking account, and you wrote a check for $4.00, how much would be left in the bank? ($1.00) — MATH: subtraction

ASK: Can you now write another check for $1.00? (yes)

Can you now write another check for $2.00? (no--you do not have that much left in your account)

TEACHING ACTIVITIES

FIRST GRADE RESOURCES

--ASK: What kind of a bank account have we been talking about? (checking)

--EXPLAIN: Only adults can have checking accounts, so our bank will not have checking accounts. But we will have another kind of account.

--ASK: Do you know what the name of the other kind of bank account is? (savings)

--SAY: Each of you has some play money that you got from your paycheck. Now you can put all of that, or part of that money in our bank and start a savings account.

You can take money out of a savings account. When you do that we call it "withdrawing" money. Or you can later put more money in your account. That is called "depositing" money.

Banks like to have you keep money in your savings account. They will pay you interest for keeping your money in your savings--that is, they will add a little money to your savings. So if you keep your money in your savings account a whole week, our bank will add one penny to your account.

ASK: How much interest would your money earn if you kept it in the bank for four weeks? (4¢)

MATH: addition

--HAVE students take the amount of money they want to deposit in a savings account to the bank to open his account.

Procedure for opening Savings account:
Customer says he wants to open a savings account with $_____.
Teller puts customer's name on a bank book. Counts money.
Teller enters amount of deposit on first page near top of bank book.. also writes date next to it.
Teller takes money, gives customer savings book.

Counting money
Writing figures

TEACHING ACTIVITIES

FIRST GRADE RESOURCES

Session 5 - SAFETY DEPOSIT BOXES

--ASK: Do you remember on our trip to the bank that we saw safety deposit boxes?

What are they for? (to keep important papers like birth certificates, jewels, or other things you want to protect from fire or robbers.)

--EXPLAIN: People rent safety deposit boxes for a small fee for a year.

ASK: If you rent something, do you get your money back for it? (no)

How much do you think we should rent our safety deposit boxes for? (10¢ or so)

--SUGGEST students might want to rent a box to keep very important art papers or test papers, or some other treasure--like rocks--in (no real valuables).

--HAVE the bank officials arrange a vault with safety deposit boxes in it.

--CUSTOMERS pay rent for a box, fill it up, write their name on it with felt tip pen, then put a strip of tape on to seal it.

NO ONE BUT THE BOX RENTER CAN OPEN HIS DEPOSIT BOX. The renter may open his box any time during bank hours, to take things out or put new ones in.

NOTE: CONTINUE THE BANK SIMULATION AS LONG AS STUDENTS ENJOY IT AND IT SEEMS VALUABLE.

UNIT TEN: POPSICLE SALES SIMULATION
(More than 5 Sessions)

NOTE: BEGIN THIS UNIT ABOUT 2 MONTHS BEFORE THE CLOSE OF SCHOOL

EXPECTED STUDENT BEHAVIOR:

The Student will be able to:

--serve as a salesclerk to sell popsicles at school

--make correct change

--count money

--open a personal savings account at the bank with profits earned through marketing

CURRICULUM RELATED CONCEPTS:

MATH: Counting money; making change; adding prices

SOCIAL STUDIES: profit concept; wholesale; retail

WRITING: Advertising; stories about experience

TEACHING ACTIVITIES	RESOURCES
Session 1 - ORGANIZING THE SIMULATION	
--ASK: How would you like to earn some money so that you could start your very own savings account at the bank and have a real bank book of your own.	
--ASK: What do you think we could sell here at school that most kids like? (suggest popsicles)	
--ASK: But how could we get money from selling popsicles if we don't make them ourselves. We would still have to buy them.	

TEACHING ACTIVITIES	FIRST GRADE RESOURCES
--SAY: A dairy company will sell large orders of popsicles to a school at a wholesale price. Wholesale means less than the price you pay at a store.	Wholesale-Less than
--HAVE students work this problem on paper: If we can buy popsicles from the dairy at 7¢ each, and we sell them for 10¢ each, how much extra money do we make for each popsicle that we sell? (3¢)	Subtraction
How much extra money would we make if we sell 2 popsicles at that price? (6¢)	Addition
What if we sold 3? (9¢)	
Maybe we would only have to pay the dairy 6¢ for each popsicle. Then if we charge 10¢, how much money will we make on each popsicle? (4¢)	Subtraction
What if we sold 2 popsicles at these prices. How much would we make? (8¢)	Addition
--SAY: If each student sells about 30 popsicles, you will make $1.00 to start a savings account.	
We will have to talk to the people at the dairy to find out how much they will charge us for popsicles.	
--HAVE students select a Manager for the Retail project. Other students will act as salesclerks and will work at least one lunch hour during the sales.	
--ARRANGE to set up a table or booth 1 or 2 lunch hours a week for several weeks. Have 3 or 4 clerks working at one time. (A sixth grade student might be willing to assist)	
--SELECT 2 bookkeepers to keep records of sales.	
--ARRANGE to have a representative of a dairy come to visit the class.	

TEACHING ACTIVITIES	FIRST GRADE RESOURCES
Session 2 - SPEAKER: Dairy representative or Field Trip to Dairy	SPEAKER or Field Trip
--HAVE the speaker talk to students about wholesale and retail prices. ASK him to talk in terms of the cost of <u>one</u> popsicle so that students can understand.	
--HAVE students interview speaker about his job and other dairy occupations.	
--MAKE arrangements for the popsicle purchase.	
Session 3 - CLERK TRAINING	
--DEPENDING upon the price to be charged for each popsicle, have students practice making change for one popsicle from: $1.00 50 ¢ 25¢ and learn to count the change as he gives it back to a customer.	COUNTING CHANGE to $1.00
--HAVE students figure cost of: 2 popsicles 3 popsicles 4 popsicles	ADDITION
--HAVE students practice making change for 2 popsicles from : $1.00 50¢ 25¢ PRACTICE making change for sale of 3 and 4 popsicles from: $1.00 .50¢ .35¢	MAKING CHANGE
--MAKE sure all students can handle these.	
--MANAGER selects several employees to make advertising posters which list price and datesof sale of popsicles. Schedule dates for each clerk to work.	

TEACHING ACTIVITIES	FIRST GRADE RESOURCES
Session 4 - THE SALES	
Several Sessions --MANAGER will see that all is arranged for the sale: --tables set up --popsicles available --each clerk has a cupcake tin with a certain known amount of change in it (suggest $2.00) --Conduct the sales --AFTERWARDS, the manager and bookkeepers count all the monies by arranging coins in stacks amounting to $1.00, then counting the stacks. --TEACHER with help from manager, separates from the total money-- 1) the original capital used for change 2) the amount to be paid the dairy --MANAGER informs the students how much total profit was made on that day. TEACHER divides the total profit by the total number of students in the class and announces how much each student has earned to date. --HAVE bookkeepers record the facts of the sale. --REPEAT THIS PROCEDURE EACH SALE DAY. ADD DAY'S SALES PROFIT TO PREVIOUSLY EARNED PROFIT AND INFORM STUDENTS OF HOW MUCH EACH HAS EARNED TO DATE.	
Session 5 - CONCLUSION --TEACHER should secure a savings card from the bank for each student to open his account. ALSO, GET CHANGE, SO THAT PROFITS CAN BE DIVIDED EXACTLY AMONG STUDENTS. --HAVE students and their parents fill out the savings account cards.	

TEACHING ACTIVITIES	FIRST GRADE RESOURCES
--TELL students how much profit each has earned to open his savings account. --TAKE FIELD TRIP TO BANK-- --Give each student his earnings --THEN let each student take his earnings and his savings account card to a teller and open his account. In return he will receive his own bank book. --DISCUSS CARE of bank book as it is needed to withdraw or deposit funds. Remind students that their money will earn a certain amount of interest if they leave their money in the bank. If they add to it over the years, the interest added will be even more.	

UNIT TEN: PLANT NURSERY SIMULATION
(7 Formal Sessions)

NOTE: BEGIN THIS UNIT 4-6 WEEKS BEFORE THE CLOSE OF SCHOOL.

EXPECTED STUDENT PERFORMANCE:

The student will be able to:

--participate in the simulation by:
  -planting and caring for plants
  -transplanting plants into the Mini-Park and into their gardens at home
  -marketing plants and making change
  -maintaining the Mini-park
--draw a series of pictures to indicate the growth and development of tomato plants:
  -seed
  -seedling with stem and leaves
  -blossoms
  -fruit

CURRICULUM RELATED CONCEPTS:

SCIENCE: The Earth's Plants; Plants on land; the parts of a plant; recognizing different kinds of plants and flowers

MATH: Making change; setting prices according to costs; keeping records

READING & WRITING: Writing paragraphs about the nursery; labeling plants and illustrations

MATERIALS NEEDED:

milk cartons (6 per student) cut down to 4" from bottom
OR
styrofoam cups for planters
potting soil
tomato seeds
petunia seeds
marigold seeds
other seeds for plants that can be transplanted

TEACHING ACTIVITIES	SECOND GRADE RESOURCES
sion 1 - ORGANIZING THE NURSERY	
--SELECT a manager for the simulation and a name for the nursery.	
--HAVE students collect milk cartons ahead of time and cut them down to about 4" from the bottom to make planters.	MATH: measuring 4"
--ASK: How does a plant nursery make money? (It grows flowers and other plants and sells them. It starts plants in a greenhouse from seed and sells plants to customers to plant in their gardens.)	
--SAY: It is rather expensive to buy fresh tomatoes in the market. Do you think your family would like a tomato plant in your yard that would produce delicious tomatoes? Many people would like tomato plants to have in their yards, but they don't want to fool around with starting the plants from seeds, so we will do this for them and sell starter plants. We can also grow some starter plants of flowers to set out in our Mini-park and for customers to buy to make their yards pretty.	
--HOLD up a tomato. ASK: What is this? CUT the tomato in half. Have the students show you the seeds. ASK: What kind of seeds will we need to plant to grow tomato plants?	SCIENCE: tomato seeds will grow tomato plants.
--EXPLAIN: We would have to cut up many tomatoes to get enough seeds for our nursery, so instead we will buy seeds all ready for planting. SHOW packages of seeds for tomatoes and for flowers--petunias and marigolds and others. HAVE students notice pictures on the seed envelopes.	

TEACHING ACTIVITIES	SECOND GRADE RESOURCES
--OUTLINE responsibilities of students in the simulation: Manager will oversee all operations Nurserymen will plant and care for 3 tomato plants (1 to take home) 3 flower plants (1 to transplant in the Mini-park) Nurserymen will also serve as salesmen for his other 4 plants. Manager will schedule clean up, and maintenance of the mini-park	
Session 2 - PLANTING THE SEEDS	
--ASK: what was the first step in preparing our planting pots when we planted our indoor gardens? (punching hole in bottom for drainage because roots of plants will rot if they stand in water too long.)	SCIENCE
--HAVE students punch one hole in bottom of each of their cartons.	
--HAVE students put in the cartons a thin layer of pebbles for drainage.	
--FILL cartons almost to the top with potting soil.	
--SPRINKLE about 6 seeds on the top of the soil. Gently firm down. (EXPLAIN: probably not all the seeds will germinate)	
--SPRINKLE a thin layer of soil on top of seeds.	
--WATER with tempid water until the pot is wetted down well.	
--MAKE label to show kind of seeds in each pot, the name of the planter, and the date planted. Attach with tape to the carton.	
--ASK: Where should we put our plants now--in the sun or in the dark? (sun)	SCIENCE: plants need warmth and sun
--HAVE students start a record of their plants. The record will include a drawing at each stage of development, i.e. a drawing of the seeds and date planted. Label drawing "tomato seeds" or "Petunia seeds" etc.	

TEACHING ACTIVITIES	SECOND GRADE RESOURCES
Session 3 - CARING FOR PLANTS AND MINI-PARK	
--WHEN seedlings appear, have students draw pictures of the seedlings in their record--label them "seedlings" and the date they appeared.	
--DISCUSS how plants need to have room for their roots to grow and spread under the ground. ASK if they think the roots are going to be too crowded by too many plants in their planter.	SCIENCE: roots need room to grow
--HAVE students thin out all but one strong looking seedling when plants are about 1½" tall. (Do this with scissors carefully)	
--RECORD how planted looks after thinning in record. Label "thinning".	
--CONTINUE TO WATER AND CARE for plants as needed.	
- - - - - - - -	
--HAVE spring clean-up in the Mini-Park. Rake up debris. Loosen soil around roses. Add rose food and water slowly and deeply. Pull up weeds. CUT one flower each of a tulip and a daffodil as they bloom, for students to enjoy in the classroom.	
--SOW other seeds that are to be added directly to the Mini-Park. Leave space to transplant some petunias and marigolds.	
--WHEN bulbs are through flowering and the leaves are dried up, bulbs can be dug up. Have students notice how the bulbs have multiplied. Store bulbs in a box in a cool place until Fall.	
- - - - - - - -

TEACHING ACTIVITIES	SECOND GRADE RESOURCES
--HAVE students count how many plants are growing.	
--TEACHER then divided the total cost by the number of plants growing to get the cost to grow each individual plant. TELL students how much it cost for each plant.	
--SAY: If each plant costs _____¢ to grow, how much do you think we should charge to sell it?	
If we see each plant at ____¢ how much profit will we make per plant?	MATH: subtraction
--NOTE: As each student will receive a plant, and each will transplant one in the Mini-park, the price charged should be high enough to pay for these also.	
--ASK: Does a greenhouse have other costs besides seed and soil? (Yes. Water, building rent, and pay for employees, pots etc.)	
--HAVE students arrive at a realistic price for selling their plants. (probably 20-25¢)	
--DECIDE how plants will be sold. --advertise at school and take orders --set up a sales booth at school --door-to-door	
--HAVE students decide what will be done with profits: --take a special field trip --buy bushes or plants for Mini-park --buy a fountain for Mini-park --buy something for the room --have a party --divide profits among all workers so they can buy seeds for home gardens during the summer	
ssion 5 - CARE OF TOMATO PLANTS AT HOME	
EXPLAIN--people who work in a nursery not only have to grow plants, but they must know a lot about plants so they can help advise people about how to take care of the plants at home.	

TEACHING ACTIVITIES	SECOND GRADE RESOURCES
--ASK: How tall do you think the tomato plants should be before they are transplanted outside? (4-6")	
Do you think they should be planted in the shade or the sun? (sun)	SCIENCE
How tall do you think they will grow? (3-4 feet)	
--SAY: If you plant more than one tomato plant in your yard, do you think you should place them close together? (about 2 feet apart to allow room for roots and leaves)	
--DISCUSS transplanting the plants outdoors. 1. loosen soil 2. add fertilizer to ground 3. dig a hole large enough and deep enough to set plant in. 4. tear carton off from around the plant 5. set plant with dirt into ground 6. water well after firming ground around plant so no air bubbles are left around the roots	
--HAVE students draw a picture sequence of how to plant tomato plants outdoors.	DRAWING
--EXPLAIN: most plants have enemies--insects or worms that want to eat its leaves and this hurts the plant.	
Tomato wormsare big green worms (2-3"). They can hurt your plant so that no tomatoes grow. One way to keep these enemies off the plant is by putting the sides of a large tin can around the stem of the plant. The can is slippery and the worms cannot climb it to get to the plant.	
Cut off the top and bottom of a big 2 or 3 pound coffee can. Set the sides of the can (the round circle) down over the stem of the plant and press it into the ground, just so it holds.	

TEACHING ACTIVITIES	RESOURCES
--ANOTHER way to protect tomato plants from the green worms is to watch the plants carefully each day and knock the worms off with a stick when you find them. Even though they are big, they may be hard to see because they are the same color as the plants.	
--HAVE students draw a picture to show one way to protect tomato plants from their enemies.	DRAWING
--SAY: There is another thing you have to do to help tomato plants. They grow quite tall, but their stems are not very strong, so they will bend over if they do not have something to help them stand up. To help the plants as they grow put a tall stick in the ground beside your tomato plant and loosely tie the plant to the stick with string. This will give the plant support.	
--HAVE students draw a picture of how to hold a tomato plant up when it grows tall.	
--ASK: Where do the tomatoes on a plant come from? (first small yellow blossoms will appear on the stems. Bees will carry pollen to fertilize the blossoms. Then when the blossoms fall off, little tomato plants will grow in their place. The tomatoes will get larger and will be ready to eat about the time school starts again after summer vacation.	SCIENCE: from blossoms to fruit
--HAVE students draw a tomato plant with blossoms on it, and then a picture with tomatoes on it.	

TEACHING ACTIVITIES	SECOND GRADE RESOURCES
ssion 6 - TRANSPLANTING PETUNIAS IN MINI-PARK	
--WHEN ground is warm (middle or late May) and the petunia plants are at least 4" tall, have each student transplant one petunia plant in the Mini-Park.	
--EXPLAIN: petunias will spread out and should be planted about 1½ feet apart.	MATH: measuring in feet
--AFTER planting, water well.	
--TRANSPLANT other plants to the Mini-park.	
Session 7 - SALES TRAINING	
--ROLE PLAY with students taking parts of the customer and the plant salesman.	
--CUSTOMER should ask questions such as: -Where should I plant the plants? -How can I keep worms off of them? -How can I hold the stems up when they get tall? -How much are the plants?	
NOTE: BE SURE EACH STUDENT GETS TO PLAY SALESMAN. ALSO, PRACTICE MAKING CHANGE.	
--EACH student will have 4 plants to sell. Have him take one at a time, if marketing is to be door-to-door.	
--WHEN student sells one plant, he brings the sale money and gives it to a BOOKKEEPER who records the salesman's name and how much he brought in	
--THEN student may take another plant to sell.	
--WHEN all plants are sold, have bookkeeper add up money received and receipt column in his records to see that they balance.	MATH: ADDING MACHINE

TEACHING ACTIVITIES	SECOND GRADE RESOURCES
--WRITE on the board the total of sales monies received. Below that write the total costs of the nursery simulation. HAVE students subtract to find how much profit they have earned.	MATH: subtraction with borrowing
--ASSIGNMENT: Write a paragraph or two with pictures about a garden you might have at home this summer. Tell about what you would like to plant and how you would do it.	WRITING & ART

UNIT ELEVEN: EGG HATCHERY SIMULATION
(5 Formal Sessions)

NOTE: BEGIN THIS UNIT AT LEAST 5 WEEKS BEFORE THE CLOSE OF THE SCHOOL YEAR

EXPECTED STUDENT PERFORMANCE:

The student will be able to:

--care for eggs until they hatch, then care for baby chicks

--construct an incubator and control the temperature by watching the thermometer

--illustrate two products a hatchery sells

--discriminate between "producer of goods" and "producer of services"

CURRICULUM RELATED CONCEPTS:

SCIENCE: Animals Live and Grow; Chickens; Where eggs come from; Where chickens come from; Time required for incubation; Environment required for incubation; Care of young chicks

MATH: Reading degrees on a thermometer; Counting days of incubation on a calendar

SOCIAL STUDIES: Goods and services

TEACHING ACTIVITIES	RESOURCES
Session 1 -INTRODUCTION TO THE SIMULATION	
--REVIEW the meaning of the terms "goods" and "services". Have students give examples of each.	SOCIAL STUDIES: "goods" and "services"
--ASK: Does a taxi driver produce goods or services? (services)	
--ASK: Does a trucking company produce goods of services? (services)	
Is a plant nursery a producer of goods or services? (goods mostly)	

TEACHING ACTIVITIES	SECOND GRADE RESOURCES
--ASK: Is a farmer a producer of goods or services? (goods)	
What about an egg farmer; does he produce goods or services? (goods)	
What kind of goods do you think an egg farmer produces? (eggs and chickens)	
Where do eggs come from? (chickens)	SCIENCE: Chickens
Where do chickens come from? (eggs)	
Can you take an egg from your refrigerator and have a chicken hatch from it? (No)	
Why not? (If students do not know, tell them to save their question and ask when they take a field trip to an egg farm or hatchery.)	
(Eggs, of course, must be kept warm in order to hatch. They must also be fertilized eggs)	
How do egg hatcheries keep eggs warm? (chickens sit on the eggs, or eggs are kept in incubators)	
--WRITE "incubator" on the board.	
--EXPLAIN: an incubator is a special warm place where the warmth can be controlled. Sometimes very tiny babies are kept in incubators. Many egg hatcheries use incubators to hatch eggs.	
--ASK: What will we need to start a hatchery in our room? (fertilized eggs and an incubator)	
NOTE: THE INCUBATOR CAN BE EASILY MADE.	
--HAVE students write letter to a hatchery to arrange a field trip to learn more about the business.	WRITING letter

TEACHING ACTIVITIES	SECOND GRADE RESOURCES
Session 2 - FIELD TRIP: Egg hatchery or chicken farm (or have Agricultural Agent as speaker) --HAVE students observe carefully the procedures at the hatchery. ESPECIALLY have them find out: 1) How to build an incubator simply (with a box or glass fish tank) by installing one or two light bulbs and a thermometer. 2) At what temperature must eggs be kept? 3) How long does it take for hens eggs to hatch? (21 days) 4) What care do baby chicks require? What do you feed them? How often? --HAVE students interview the employees at the hatchery about their jobs.	FIELD TRIP
Session 3 - MAKING THE INCUBATOR --FOLLOWING the instructions received at the hatchery, have students make an incubator, install a light of the required wattage and install a thermometer. You may have to experiment with different watt bulbs until you get one that holds the required temperature. --DRAW a thermometer on the board that looks like the one in the incubator. --HAVE students practice drawing a chalk mark up to the desired temperature for the incubator. --PREPARE incubator with a layer of straw or cut newspapers as suggested at the hatchery. --SECURE at least 6 fertilized eggs and put them in the incubator.	

TEACHING ACTIVITIES	SECOND GRADE RESOURCES
--HAVE students count 21 days on the calendar and mark it to show approximately when the eggs will begin to hatch.	MATH: calendar
Session 4 - GUARDING THE EGGS	
--SET up a schedule whereby students take turns periodically checking the thermometer in the incubator to see that the temp is okay.	MATH: reading the thermometer
--AS eggs begin to hatch have students note this on the calendar.	
Session 5 - CARING FOR THE BABY CHICKS	
--LET each student take a turn feeding and caring for the baby chicks.	
--HAVE students decide what shall be done with the chicks after the project is over. --give them to a farm --give them to students --sell them to a farm	
--HAVE students write and illustrate stories about how they incubated eggs and raised chicks	WRITING stories

UNIT TEST

Draw pictures to show the 2 kinds of goods produced at an egg hatchery.

UNIT SEVEN: DAM SIMULATION
(14 Sessions)

NOTE: This Unit and the two following are concerned with control and conservation of our natural resources and the occupations related in the field of ecology.

EXPECTED STUDENT PERFORMANCE:

The student will be able to:

--participate in construction of a model dam

--demonstrate and verbally explain the ecological purposes of the dam to students from other classes (the purposes being: water storage & conservation; land irrigation; generation of electric power; and recreation facilities)

--implement a program of electric power conservation in his home

--list at least two occupations related to control of water and electric power

CURRICULUM RELATED CONCEPTS:

SOCIAL STUDIES: Nature's resources--water, soil, air, sunshine; Bringing water to Southern California for crops

SCIENCE: Generating electric energy from water through use of turbines; cutting flux lines of magnetic fields

READING & WRITING: reading written and pictoral directions to build the dam simulation; researching and writing reports on occupations

MATH: Measuring wood pieces for frame of dam

MATERIALS NEEDED:

1 sheet of 4' X 8' plywood ($\frac{1}{4}$ in thick)
1 green sponge
1 large cork
3 plastic soda straws
1 wire coat hanger
1 scrub pail
2 catch pans (approx. 13" X 9" X 2")

(Materials Needed Continued)

1 sheet of thin stiff plastic (approx. 9" X 10")
2 flexible tubes (24" long) (Can use old pieces of garden hose)
2 small toy boats
2 small hunks of clay
caulking compound
waterproof paint (green)
saw, hammer, nails
World Book Encyclopedia, Vol 5 (D), p. 14-15

NOTE: THESE MATERIALS WILL BE USED TO CONSTRUCT A MODEL OF TWO VALLEYS THROUGH WHICH WATER WILL FLOW. SUCH AS:

THE VALLEY ON THE LEFT WILL REMAIN A NATURAL STREAM WHEN SOURCE WATER IS PRESENT. THE VALLEY ON THE RIGHT WILL HAVE A DAM BUILT ACROSS IT WHICH WILL ALLOW A LAKE TO BUILD UP BEHIND THE DAM (for control and water storage, and a lake for recreation). FROM THE LAKE IRRIGATION PIPES DIRECT WATER TO NEEDED AREAS. AND A JET OF WATER FROM AN OUTLET IN THE BASE OF THE DAM WILL TURN A TURBINE TO SIMULATE GENERATION OF ELECTRIC POWER.

THE PROJECT IS FAIRLY SIMPLE AND PROVIDES AN EXCELLENT OPPORTUNITY TO MAKE RECENT SOCIAL STUDIES SUBJECTS RELEVANT AND MEANINGFUL TO STUDENTS.

DETAILED INSTRUCTIONS FOR STUDENTS TO FOLLOW FOR MAKING THE DAM ARE FOUND IN THE WORLD BOOK ENCYCLOPEDIA, Vol. 5, pp 14-15.

TEACHING ACTIVITIES	RESOURCES
ions 1-3 BUILDING THE MODEL DAM	
--HAVE students review concepts previously studied about natural resources--what they mean to the community in terms of making a living (example: farming in Southern Calif.)	SOCIAL STUDIES: Natural resources
--EXPLAIN the dam building project and DISPLAY the pictures and directions in World Book.	WORLD BOOK ENCYCLOPEDIA, Vol 5 PP. 14-15
--ASK: What would be the first thing to do if you were going to build a dam across a river? (An Engineer would want to look over the land and decide where to	

TEACHING ACTIVITIES	RESOURCES
--EXPLAIN: An engineer also decides what kind of dam will work best in a certain place. Then he draws up plans for construction of the dam. We already have our plans, so we will not need an engineer for our project.	
--HAVE students select a project manager to oversee all phases of construction--someone who can read the plans and directions well and can watch to see that students on individual jobs follow the directions.	
--HAVE students select a timekeeper to warn workers when work hours are over. (Teacher designates work hours)	Math: telling time
--HAVE project manager call for volunteers for the following jobs:	
1) Two or three employees-- Measuring and marking the plywood to pattern shown in directions.	MATH: measuring inches with ruler
2) Two or three employees-- Cutting the plywood according to markings.	READING: directions
3) Two or three employees-- Assembling the cut pieces into base as directed in plans.	
4) Two employees-- Caulking valleys with caulking compound	READING: directions
5) Two employees-- Painting wood base green to simulate grass.	
6) One or two employees-- Preparing 2 irrigation pipes by poking pin holes $\frac{1}{2}$ inch apart on one side of each of two straws. Put clay plug at one end of each straw. Cut third straw in half to use for jet of water to move the turbine.	MEASURING: $\frac{1}{2}$ inch

TEACHING ACTIVITIES	THIRD GRADE RESOURCES
7) Two employees-- Drilling 3 holes in dam as shown in instructions. Installing 2 irrigation pipes, and smaller jet nozzle. Caulk around pipes as directed.	READING: directions
8) Two employees-- Making turbine as instructed by inserting plastic pieces in cork, and setting on coat hanger wire stand.	READING: directions
9) Two or three employees-- Assembling the dam, irrigation pipes and turbine in wooden base as shown in directions.	READING: directions
10) Two students-- Gluing torn pieces of green sponge as directed beside where the stream will be in the left valley, and around where the lake will be in the right valley.	READING: pictoral instructions
--WHEN the dam is fully constructed and all parts are dry, have project manager set up water bucket and hoses and catch pans. Have students demonstrate the operation of the model.	
--HAVE students place a toy boat in the left valley and observe what happens. Place toy boat in lake and leave it there.	
--SAY: Suppose the pail of water is rain or melted snow. As long as it continues to rain, there will be water in the left valley.	
--HAVE students disconnect the hoses from the pail.	
--ASK: Now when the rain stops, what happens to the left valley? (water stops and the valley dries up)	
What happens to the farmers crops along the left valley? Do they get any water?	
Now what about the right valley--do the crops there still get water even though there is no more rain? (yes) Why? (Because water is stored in the lake)	

TEACHING ACTIVITIES	THIRD GRADE RESOURCES
--ASK: Besides storing water, what else does the dam do? (provides lake for recreation) What kirds of recreation? (fishing, swimming, boating, water skiing) What jobs are provided because of the recreation at the lake? (boat rentals, sale & manuf. of boats, fishing equipment, water skiis, etc.) Marinas to service boats with gas. Restaurants and resorts)	
--SAY: You know there is a turbine at the base of the dam. What does a turbine do? (Water makes it turn, and when it turns it can generate electricity that is used to supply a community or many communities)	
--HAVE students write on the board four things a dam can do--or four purposes of a dam. (store water, make recreation areas, irrigate land, and generate electricity)	
--EXPLAIN: Some dams are built for only one of these purposes. Some are built to prevent flooding. Dams are made of many kinds of materials. Can you think of some? (wood, concrete, earth and rocks) Tell students there are pictures of some different dams in the World Book Vol. 5, and some explanations about them if they wish to learn more about different kinds of dams.	
--ASSIGNMENT: Write a short speech to be used to demonstrate the operation of the model dam--including the four purposes of the dam. Practice your speech aloud to a friend.	WRITING speech ORAL COMMUNICATION
ion 9 - DEMONSTRATIONS OF DAM	
--HAVE students invite children from other classes in small groups of 5-6 to see a demonstration.	

TEACHING ACTIVITIES	RESOURCES
--HAVE students work in teams to demonstrate and explain the purposes of the model dam.	
ion 10 FIELD TRIP (IF AT ALL POSSIBLE) to Cochiti Dam, or the Abiquiu Dam	FIELD TRIP
--HAVE students interview employees at the site about the purposes of the dam , about their jobs and other jobs related to dam construction and operation.	Taking notes
--LATER have students identify the dam site on a state map.	Map study
sion 11- SPEAKER from Electric Power Company	SPEAKER
--HAVE speaker explain the source of the electric power he distributes--where it is generated.	
--HAVE him explain the difference between an electric cooperative and an electric company of private ownership.	
--HAVE speaker discuss the growing crisis of shortage of power and supply in some areas of the country.	
--HAVE students find out what they can do to conserve electric energy at home.	
--HAVE students interview speaker about jobs in his field.	
--ASSIGNMENT: Keep a record for one week of the times you turned off lights not being used in your home, in an effort to conserve electricity.	
ion 14- OTHER NATURAL RESOURCES	
--Discuss what can happen when resources such as those in the mining industry are depleated--what this does to a town which had its economy based solely on that industry.	

TEACHING ACTIVITIES	THIRD GRADE RESOURCES
--Discuss coal towns in the state which turned into Ghost Towns when coal was no longer in great demand for railroads and home heating.	
--PROVIDE students with copies of the booklet distributed by the Tourist Division, Dept. of Development (113 Washington Avenue, Santa Fe, New Mexico 87501) about Ghost Towns in New Mexico.	
--HAVE students make a map showing the ghost towns with brief explanation of why they became ghost towns.	Map study
UNIT TEST	
List three occupations related to conservation or control of natural resources.	

UNIT EIGHT: FOREST SIMULATION
(8 Sessions)

EXPECTED STUDENT PERFORMANCE:

The student will be able to:

--participate in constructing a forest simulation to show the 20-year cutting-growing cyle

--list 3 occupations related to forestry

RELATED CURRICULUM CONCEPTS:

MATH: Addition with four figures requiring carrying; term--diameter

SOCIAL STUDIES: Map reading--State and United States and symbols for resources or products; Control and use of Natural resources

SCIENCE: How conifers reproduce; Growth cycle of pines

TEACHING ACTIVITIES	RESOURCES
ion 1 - TIMBER AS A NATURAL RESOURCE	
--DISPLAY a state map which includes symbols of natural resources on it (particularly timber).	SOCIAL STUDIES: reading map symbols
--HAVE students individually list towns or cities in the state that are close to forest or timber areas.	
--REPEAT this activity with the U.S. map.	
--ASK: What natural resource is most abundant around Taos? (Timber)	
Do you think this area could ever run out of timber? (Yes, if all the trees were cut or burned and not replaced)	
How are the trees replaced after they are lost to forest fires or lumber companies cut them down? (by planting new little trees--seedlings, or by seedlings growing up themselves from cones.)	SCIENCE: conifers reproduce from cones.

TEACHING ACTIVITIES	THIRD GRADE RESOURCES
--ASK: Do you think there could ever be too many trees in one place? (Yes. Then they don't have room to spread out and grow big--like carrots that are planted too close, they must be thinned out so that some of them can grow big)	
--ASK: What does the word diameter mean?	
DRAW a circle on the board. HAVE a student draw a line across to show the diameter.	MATH: term--diameter
--DRAW a circle on the board whose diameter is 24". EXPLAIN: this is about how big around good size trees must be to produce good lumber. If the trunk is 24" in diameter, then you know the branches and leaves will need a lot of growing space.	
--ASK: How old do you think a tree is before it has a trunk as big as the circle on the board? (80 years and over--up to 300 years.)	
--HAVE students write the answer to this question on paper: If a tree were planted the day you were born, what year would it be eighty years old? What year would it be 100 years old?	MATH: adding 80 to child's date of birth.
--ASK: If a tree grew for 120 years would it be older than any man alive?	
--ASK: How many things do you see in this room that are made from trees? (chairs, tables, desks, woodwork, pencils, papers etc....)	
Do you think it took a lot of trees to produce all these things and to make the house you live in, and to build this school?	
Do you think your children will need trees for wood? Your grandchildren?	

TEACHING ACTIVITIES	THIRD GRADE RESOURCES
--SAY: In order to protect our forests and see that trees are still available for your children and grandchildren, someone has to control the cutting of our forests. People who work for the United States government do this--they work for the U.S. Forest Service. A man who is called a Timber Staff Officer will tell the lumber company which trees can be cut each year and when new trees must be planted. But human beings are not the only creatures who need the forest. Who else uses the forest? (birds, wild animals--they live in trees and feed on nuts from trees) --ASK: What else do men use forests for besides for lumber? (camping, hunting, and just to enjoy the quiet beauty of the world)	
sion 2 - FILM ABOUT FORESTRY --SECURE a film locally or from the U.S. Forest Service which visually demonstrates the use of forests, conservation of timber, lumbering and possibly saw mill operations and occupations.	Audio Visual- FILM on FORESTRY
sions 3, 4, 5, 6 and 7 - CONSTRUCTING FOREST SIMULATION NOTE: In these sessions, students will construct 5 scenes depicting 5 phases of a single section of forest during 20 year intervals. Forests may be constructed in any number of ways using any kind of materials that would produce the desired effect. Simulated pine trees-- Make out of cardboard with toothpick stems, or dowels for larger trees. Or use plywood cut into tree shapes in different sizes. Or make clay trees.	

NOTE CONTINUED:

Trees may be made of styrofoam.

Be sure trees are securely anchored in "ground", or in holders.

Ground can be the top of a box with slits for inserting trees,

Ground can be styrofoam slab, or clay, or plaster of paris etc.

Ground can then be painted or covered with a thin layer of dirt to resemble the outdoors.

As much forest land is on mountain sides, the ground need not be level but can slope.

Pine cones--small ones can be scattered under trees on the ground. For realism, students may wish to include birds, animals, or campers in their forests.

- -

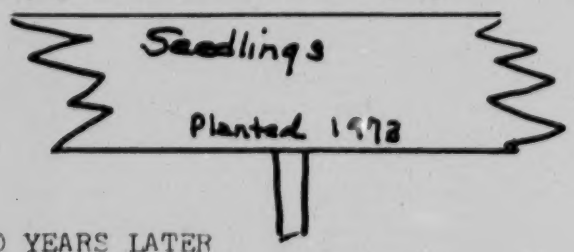
FOREST I - PLANTING SEEDLING PINES

Have each student make and plant 2 trees of different heights--no taller than 3 inches. These may be planted in a scattered fashion, not necessarily in neat even rows. Some should be too close together (for thinning later).

MEASURING inches

Have students label this forest "SEEDLINGS, planted in 1973 (or year of date)".

The label may be made to look like:



FOREST II - 20 YEARS LATER

Have students make duplicate trees of the seedlings in Forest I only about 4-5 inches tall to show the growth over 20 years. They should be planted in identical pattern to Forest I, and may now be quite crowded in placed.

TEACHING ACTIVITIES	THIRD GRADE RESOURCES
--HAVE students select a Timber Staff Officer who works for the U.S. Forest Service to mark certain crowded trees with a blue painted line around the trunk of the tree. 20 years is a year to thin out crowded trees.	
--HAVE employees--timbermen--of the lumber company chop out the marked trees (leaving stumps if possible)	
--ASK: If we planted this forest in 1973, and it is now 20 years later, what year is it? (1993)	MATH: addition
--LABEL: "TREES THINNED- 20 years 1993	
FOREST III - 40 YEARS AFTER PLANTING	
--HAVE students plant trees and cut trunks as they appear in Forest II after thinning. The trees, however, may now be 7-8 inches tall, and a few seedlings may also be growing which have seeded themselves from cones. Suggest that some trees not be perfect in shape--have crooked trunks, etc.	
--HAVE Timber Staff Officer mark the poorly shaped trees with blue paint and timbermen cut these.	
--HAVE company employees put cut trunks in small model truck to take to sawmill. These trunks will be used for "commercial cuts"--fence posts and paper pulp.	
--LABEL Forest III: "COMMERCIAL CUTS"-40 years	
--HAVE students figure what year should be included on label, if this is 40 years after planting.	MATH: addition year-2013
FOREST IV - 60 YEARS AFTER PLANTING	
--HAVE students plant trees to match those remainimg in Forest III, but adding 2 inches of growth to them, and include new seedlings.	

TEACHING ACTIVITIES	THIRD GRADE RESOURCES
--HAVE the Timber Staff Officer mark in blue about 1/3 of the tall trees for cutting into small sawlogs--the other 2/3 tall trees he will let grow another 20 years or more.	MATH: fractions
--HAVE timbermen cut the marked trees.	
--HAVE loggers strip branches from trunks and place on truck to go to sawmill.	
--THESE logs will be small sawlogs.	
--LABEL FOREST IV: "SMALL SAWLOGS--60 YEARS and date 60 years from planting. (2033)	MATH: addition
FOREST V - 80 YEARS AFTER PLANTING	
--HAVE students plant trees as they remain in Forest VI only 2 or 3 inches taller with seedlings of different heights also.	
--HAVE timber Staff Officer mark with blue 1/3 of the tallest trees, and also some smaller ones that need thinning, as well as some poorly shaped trees for commercial cuts.	MATH: fractions
--HAVE timbermen cut marked trees and place in trucks according to category: large trunks for large sawlogs poorly shaped for commercial cuts	
--REMAINING tall trees will be saved for the next 20 year cutting.	
--ASK: Now that we have constructed forests to show what happens in an 80 year time period--what do you think the TIMBER STAFF OFFICER would tell the lumber company to do with this forest? (Plant some new seedlings to replace those trees which were cut.)	
--LABEL FOREST V: "LARGE SAWLOGS - 80 YEARS" and add the year this would be, 80 years after planting (2053)	MATH: Addition

TEACHING ACTIVITIES	THIRD GRADE RESOURCES
on 8- FIELD TRIP TO FOREST OR LUMBER AREA OR SPEAKER representing the Forest Service or Lumber Company --Have students interview speaker or on site employees about his occupation and related occupations--their duties, qualifications, education required, salary ranges, etc. --HAVE speaker also discuss protecting our forests.	FIELD TRIP
- - -

UNIT SEVEN: RESTAURANT SIMULATION
(10 or more Sessions)

EXPECTED STUDENT PERFORMANCE:

The student will be able to:

--participate in the restaurant simulation by:
- -planning balanced menus
- -shopping economically
- -preparing meals
- -preparing decorations
- -setting tables
- -serving in these occupations--
  - nost or hostess
  - busboys or busgirls
  - waiters or waitresses
  - dishwashers
  - cashier
  - bookkeeper

--list 4 food related occupations

CURRICULUM RELATED CONCEPTS:

MATH: Comparative shopping; planning amounts of food needed; measuring ingredients; cashiering

SOCIAL STUDIES: Foods of different countries

SCIENCE: Essentials of balanced nutrition

ART: Decorations

TEACHING ACTIVITIES	RESOURCES
ion 1 - COMPARATIVE SHOPPING	
--DISPLAY a 1 quart milk carton and a ½ gal. milk carton of the same brand which have prices stamped on them.	
--INVITE students to come up and examine both cartons and their prices, then write down the quantity and price of each.	Vocabulary--quantity

TEACHING ACTIVITIES	FOURTH GRADE RESOURCES
--ASK: Which carton of milk is a better buy?	MATH: figure how many cups at what cost
--DISPLAY two different box sizes of the same brand and product and repeat the above activity. (figuring quantity and cost)	figuring ounces against cost
--DISPLAY two different can sizes of the same brand and product and repeat above activity.	
--ASK: When you go shopping, what is one thing to watch for? (What quantity do you get for the money?) (Does it cost less to buy in greater quantity?)	
--EXPLAIN: Some products are labeled according to grade.	
--DISPLAY egg cartons: Grade A - medium size large size small size Grade AA- medium size large size small size	
--ASK: Which are less expensive--Grade A or Grade AA eggs? (Grade A)	
Which would you expect to be of better quality? (Grade AA)	Vocabulary-quality
Which size eggs are less expensive? (small)	
--HAVE students figure the cost of 1 egg from the Grade AA box labeled "small".	Division
HAVE students figure cost of 1 egg from the Grade AA box labeled "medium", and do the same for 1 large egg.	
ASK: What is the difference in cost for each egg between small, medium and large?	Subtraction
How much more does 1 large egg cost than 1 small egg?	Subtraction
Do you think the large egg might be worth ____¢ more than the small one?	

TEACHING ACTIVITIES	FOURTH GRADE RESOURCES
--DISPLAY a butter carton and an oleo carton which have prices stamped on them. PROVIDE two plates of crackers--labeled A and B. On the crackers of one plate spread butter, on the crackers of the other plate spread margarine. --HAVE each student sample a cracker from each plate and write down the letter of the one he though tasted best. --TAKE a vote to see who liked "A" best, and who liked "b" best. Tell students which was butter and which was margarine. --HAVE students examine the prices on the carton of butter and the carton of oleo margarine. ASK: What is the difference in prices? ASK: Why do some people buy the butter even though it costs ____¢ more than the margarine? (Because they like the taste better) ASK: Why do some people who prefer butter buy margarine instead? (Because they cannot afford to pay the high price for butter.) --EXPLAIN: A wise shopper buys in quantity to get the most for his money. Sometimes, though, he will spend more to get the quality he likes, if he has enough money. --HAVE student write on the board factors that influence what we buy: quantity; quality; amount of money shopper has. --ASK: Can you think of a product your family buys because of its quality even if it costs more than a similar product? (Listerine instead of weaker mouth wash; Tide instead of less effective detergent.. etc.)	Subtraction

TEACHING ACTIVITIES	FOURTH GRADE RESOURCES
--EXPLAIN: Some items in a store are sold by weight. ASK: Can you think of some? (fresh fruit and vegetables)	
ASK: If a head of lettuce weights 2 pounds, and it is 20¢ a pound, how much will it cost you to buy the head of lettuce? (40¢)	Multiplication
If you are in a store and see a bunch of bananas that you want, and the bananas cost 10¢ a pound, how can you find out how much the bunch of bananas would cost you? (weigh the bananas in the scale in the vegetable department)	
If the bunch of bananas weigh 2½ lbs, how much will it cost you? (25¢)	Multiplication-fraction
--HAVE students recall factors that determine what the wise shopper will buy. (quantity--how much you get for your money; quality--how the product tastes, or its effectiveness; and how much money you have to spend.)	
--DISCUSS freshness when buying fruits and vegetables.	
- - - - - - - - - - - - - - - - - - - -	
ASSIGNMENT: Have students take a copy of Supplement A, page 49, over a weekend and compare prices on listed items at two different stores--1 a big supermarket and the other a smaller convenience store like a 7-11.	
- - - - - - - - - - - - - - - - - - -

SUPPLEMENT A FOURTH GRADE

COMPARATIVE SHOPPING ASSIGNMENT

PRICE THESE ITEMS:

	Size or Quantity	Super-Market	Smaller Store
1 dozen Grade AA eggs			
3 loaves bread			
1 6-pack Coke			
1 package sliced Bologna			
2 big apples			
TOTALS	XXXX		

Draw a circle around the best price for each item.

What is the total of the circled prices? _____

What is the total of prices not circled? _____

How much do you save if you buy all the circled prices? _____

If you buy these same items at the circled prices every week, how much would you save in a year?

_____

TEACHING ACTIVITIES	FOURTH GRADE RESOURCES
--ASK: If you want to get the most for your shopping dollar, should convenience be an important factor? (no)	
- - - - - - - - - - - - - - - - - -	
ASSIGNMENT: Make a list of everything you eat and drink for 1 week (or 1 day).	
- - - - - - - - - - - - - - - - - -

TEACHING ACTIVITIES	FOURTH GRADE RESOURCES
--HAVE students make posters listing the daily basic nutritional requirements and include pictures.	
--HAVE students make a poster showing a large circle to represent the total spent for food in a family, then divide the circle into fifths to show how much of the food dollar should be spent on the following: 1. milk and cheese 2. fruits and vegetables 3. meats 4. breads 5. fats Allowing 1/5 of the budget for each of the five items listed above.	
--HAVE students make picture posters to show the following 3 basic food categories: 1. Protein foods (body builders & repairers) milk, cheese, eggs, meats, gelatine, peanuts, dried beans 2. Carbohydrates (energy foods) sugars, starches, fruits, honey, sirups, potatos, breads, cereals, cakes, pies, cookies, candies 3. Fats (Fuel foods, protect skin tone) butter, cream, margarine, bacon, egg yoke, milk, margarine	
--STUDENTS may conduct individual research on the major vitamins (A, B group, C, D, & Niacin) and minerals (Iron, calcium, iodine) and give oral reports on sources of these items.	Research & oral reports

TEACHING ACTIVITIES	FOURTH GRADE RESOURCES
or 5-MEAL PLANNING	
--PROVIDE sample menus from restaurants and cookbooks.	READING menus from restaurants
--DISCUSS nutritional balance provided in the menus.	
--DISCUSS role of a wife and mother as the family dietitian.	
--HAVE students make up a simple balanced dinner menu for a week's meals--dinners that would be appropriate in their families. HAVE students use cookbooks for ideas.	Research in cookbooks
ion 6 - TABLE SETTING	
--HAVE students research in cookbooks to learn how to correctly set a table.	READING COOKBOOKS
--THEN practice setting one place with: --salad, dinner & dessert fork, working from the outside toward the plate in order of use during the meal --knife on the right, next to plate --teaspoon on right of knife --water glass above knife --butter plate above forks --napkin beside forks	
--HAVE students suggest other ideas that make a table attractive, such as: --centerpiece --place mats --table decorations --taking into consideration the colors of food on a plate to make it harmonious	
ion 7 - RESTAURANT SIMULATION	
--HAVE students select a restaurant manager who will accept applications and choose the employees needed to operate the restaurant:	

TEACHING ACTIVITIES

RESOURCES

--Employees that may be required:

dietician
shoppers
cooks
host/hostess (to handle advance tickets and reservations)
busboys/busgirls (seating and clearin tables)
waiters, waitresses (serving and table setting)
dishwashers
table decorators (design and make decorations) (also menus)
custodian
advertising personnel
bookkeeper

NOTE: TWO DIFFERENT RESTAURANT STAFFS MAY BE CHOSEN TO OPERATE ALTERNATELY

--HAVE students choose a name for their restaurant and decide on policy such as:

1. How often the restaurant will be open (suggest 1 noon every 2 or 4 weeks)

2. To whom will it be open? (teachers, parents, students?)

3. How will advance reservations be made?

4. Will only a limited number of reservations be accepted?

5. Will there be a choice of menu items or will there be only one main dish selection?

6. What will the charge be for a meal?

7. Will background entertainment, or soft music be provided during the meal?

8. How will the restaurant advertise? (Posters, skits, flyers...etc.)

9. Will employees of restaurant get a free meal? Before or after work?

TEACHING ACTIVITIES	FOURTH GRADE RESOURCES
--The restaurant may use a different theme each time such as a foreign country--and serve food appropriate to that country as well as decorating accordingly.	Social Studies- Different countries, their foods and culture
--IF possible, have students practice preparing the main dishes for class before serving in the restaurant simulation--in order to test the recipes and the cooks.	
--STUDENTS may write for free booklet "Cooking For Small Groups" from: Home & Garden Bulletin #189 Department of Agriculture Information Bulletin Office NMSU Drawer 3A1, Las Cruces, N.M.	WRITING LETTERS
NOTE: This booklet includes recipes for 25 servings, but also tells how to increase or decrease the amount in 5 serving batches. Students can then adjust recipes for particular numbers.	MATH: increasing or decreasing ingredients in recipes.
NOTE: Other recipes are suggested below. These are one-dish meals which students might like to try at home because they are economical and nutritious. If students decide to use these recipes for the restaurant, they will need to double, or multiply the ingredients to serve large groups.	MATH
--HAVE students copy family size recipes in notebooks for their own reference. Recipes begin on page 55.	
- - -

TEACHING ACTIVITIES	RESOURCES
--HAVE students read and follow directions.	READING
--STUDENTS may wish to contribute their own favorite recipes from home also.	

MASHED POTATO CASSEROLE

Serves 6

6-8 medium size potatoes
1/4 C. margarine
a little milk

1 lb ground beef
1 small onion
1 can vegetable-beef soup
1 can tomato soup

PREPARING POTATOES

1) Peel potatoes and cut in small pieces.
2) Cover potatoes with water in pan. Cover pan.
3) Boil potatoes until a fork can easily slide into them (about 30 minutes).
4) Drain water off potatoes. Add margarine and some salt and pepper.
5) Mash potatoes with masher (or electric mixer) until lumps are gone.
6) Add a little milk and fluff potatoes with large spoon.

PREPARING SOUP and BEEF MIXTURE

1) Chop onion into small pieces.
2) Heat 1 tbsp. margarine or shortening in large skillet.
3) Add ground beef and onion to skillet and brown beef by stirring with fork.
4) Turn off heat under skillet. Add the two cans of soup. Mix well.
5) Heap large spoonfuls of mashed potatoes on top of the soup and beef mixture, until all potatoes are used.
6) Put skillet in oven set at 350° for about 20-30 minutes until potatoes begin to brown, and soup and beef mixture is bubbly.

--SERVE.

CHEESEBURGER SPREADS

8 servings (2 each)

1 can tomato soup
1/4 C. shredded American cheese
1/4 C. chopped onion
1½ tsp. salt
1/4 tsp. pepper
1 tsp. dry mustard
1 lb ground beef
8 hamburger buns (split)

1) Shred cheese

2) Chop onion

3) Mix all above ingredients except the buns together.

4) Spread hamburger mix thickly on all 16 halves of the buns.

5) Put in over 15-20 minutes at 350°

6) Turn on broiler for about 3 minutes.

SERVE

HAMBURGER-RICE CASSEROLE

8-10 servings

- 3½ C water
- 1 C rice (not minute kind)
- 1 tsp salt
- 1 lb ground beef
- 1½ C celery chopped
- 1 C onion chopped
- 1 tbs butter
- 1/4 C Soy sauce
- 2 tbls brown sugar
- 1 can chicken with rice soup
  (optional- 1 small can mushrooms)

1) Heat oven to 350°.

2) Put water in pan and bring to a boil.

3) Add rice and salt to water and remove from heat. Cover and let it set.

4) Brown ground beef in butter, in a large skillet.

5) Add celery and onion to beef. Cook 5 minutes.

6) Pour beef mixture into casserole pan or dish.

7) Add other ingredients, including rice and water.

8) Cover and bake 30 minutes.

9) Uncover and bake another 30 minutes.

SERVE.

ITALIAN SPAGHETTI

Serves 6-8

2 cans tomatoes (#1 can-12 oz)
1 can tomato paste (12 oz)
1 can tomato puree (10 oz)
6 oz water
12 small cloves fresh garlic (finely chopped)
2 tsp. crushed basil
1 tsp black pepper
3 tsp crushed oregano
1 tsp salt
1/2 medium green pepper (finely chopped)
10 raisins (for sweetning)
1 Bay leaf
1 lb ground beef

1) Chop garlic (or use garlic salt) and chop green pepper.

2) Brown ground beef in a little oil or margarine in skillet.

3) Add 2 cans tomatoes. Crush tomatoes with hands until lumps are gone.

4) Boil hard 10 minutes. Then turn off heat.

5) Add paste and puree and seasonings (all other ingredients).

6) Turn on lowest heat and simmer about 2 hours.

7) Cook 1 package of speghetti according to directions on package.

8) Serve sauce over speghetti or mix the two together to serve.

UNIT EIGHT: EASTER EGG MANUFACTURING SIMULATION
(More than 5 sessions)

EXPECTED STUDENT PERFORMANCE:

The student will be able to:

--participate in an assembly line simulation to produce decorated Easter Egg shells

--participate in marketing the product

CURRICULUM RELATED CONCEPTS:

MATH: Adding costs of production, determining price of product, adding sales proceeds, subtracting cost from proceeds to determine amount of profit

MATERIALS NEEDED:

egg shells (blown)
package of long-grain rice
tiny pasta dots
small square pasta ($\frac{1}{4}$") or broad noodles cut in small squares
glitter
white glue
different colors of enamel paints (kind used for model airplanes)
fine pointed paint brushes

TEACHING ACTIVITIES	RESOURCES
ssion 1-EMPTYING THE EGG SHELLS	
--DEMONSTRATE or have students demonstrate the following:	
1. With a fine nail or darning needle or hat pin, pierce a small hole in the small end of an egg.	
2. Make a slightly larger hole in the larger end of the egg.	
3. Shake the egg over a bowl and save for scrambled eggs or for cooking.	

4. Rinse egg with cold water.

5. Blow into the small end of the egg to remove excess water.

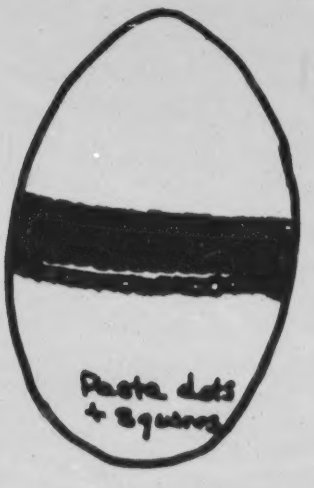
6. Let shell drain and dry.

--HAVE students follow this procedure at home and bring to class as many egg shells (blown) as they can.

--EXPLAIN that students will be starting a decorated egg shell business and will sell their products for Easter decorations. Each student will decorate one egg shell for himself, then the manufacturing simulation will be organized and students will perform as part of an assembly line--each performing only one task --one part of the total operation--the part they like and do best.

--EXPLAIN: shells will be decorated with rice, round and square pieces of pasta and glitter applied to the shells in designs and rows with glue. The rice and pasta will then be painted.

--EXAMPLES of suggested designs:



Design is repeated to cover the shell to look like tiny tiles.

TEACHING ACTIVITIES	FOURTH GRADE RESOURCES
ession 2- GLUEING ON THE DESIGNS	
--HAVE each student decide on whether he will use dots, rice, or small squares.	
--BEGIN the design or first row around the center of the shell and work toward each end. (Pasta may have to be trimmed with small scissors to fit the tapered ends.)	
--PUT tiny dab of glue on egg shell (Students may use a flat toothpick to do this). DO NOT PUT THE GLUE ON THE PASTA, BUT ON THE EGG SHELL. Students may use tweezers to place the pasta or rice on the dab of glue on the shell.	
--REPEAT design to cover the shell completely.	
--LET egg dry in egg carton, then paint (Session 3).	
--AN ALTERNATIVE DECORATION which is simpler, is to cover bare egg shell with glue and then roll in glitter to cover. Let dry.	
ession 3-PAINTING THE DECORATED EGGS	
--HAVE students use a very fine pointed paint brush for this work. Brushes may be trimmed with scissors to make a fine point.	
--TAKE a tiny dab of paint and touch it to a single piece of pasta or rice. The paint should not get on the white shell which is visible between the pieces of pasta or rice. Paint different rows or alternating pieces of pasta or rice with different colors to bring out the design. PAINT ONLY HALF AN EGG ALL THE WAY AROUND. LET DRY 10 HOURS.	
--PAINT the second half of the egg. Let dry.	
--CLEAN brushes with Energine or similar fluid.	

TEACHING ACTIVITIES	FOURTH GRADE RESOURCES
sion 4- MANUFACTURING SIMULATION	
--HAVE students name their company. Then have them select a manager.	
--HAVE students apply for the job they wish as: --pasta pasters --painters --advertising personnel --salesmen --custodian --timekeeper --bookkeeper	
--HAVE students begin the operation	
ssion 5-PRICING THE PRODUCT	
--ASK: How much do you think someone would be willing to pay for one of our decorated egg shells?	
--LIST cost of materials purchased to make the shells. HAVE students add costs to find total production costs. (May use adding machine)	MATH: addition
--HELP students decide how to find out how much it cost to make each single item. (Divide) HELP figure single item cost.	MATH: division
--ASK: If we want to make money on our products, will we have to price them the same as the single item cost, or higher or lower? (higher)	
--ASK: How much money do you think we should make on each item?	
To make that much profit, how much will we have to charge for each shell?	MATH: addition
If we sell every shell we made, how much total profit will we make? (multiply number of products by amount of profit per item)	MATH: multiplication
--DISCUSS AND DECIDE on method of advertising and how product will be marketed: --through local store, sixth grade store; or door to door....etc.	
--MARKET the products as planned.	

UNIT EIGHT: HEALTH OCCUPATIONS
(5 Formal Sessions)

EXPECTED STUDENT PERFORMANCE:

The Student will be able to:

--list five occupations in the health field

--write occupational reports on at least two health occupations

--take the temperature of a classmate and accurately read the thermometer

--take the pulse reading of a fellow student

--practice first aid measures in an emergency

--examine human blood cells under a microscope

RELATED CURRICULUM CONCEPTS:

SCIENCE: Building Blocks of the Body; Breathing; Breaking down food; Cells in the Body; Digestion; Circulation; The Heart; Muscles; The Skeleton; Nerves

MATH: Counting pulse beats per minute; reading a thermometer

READING & WRITING: Researching and writing reports on health occupations.

ART: Posters

TEACHING ACTIVITIES	RESOURCES
ion 1-EXPLORING MEDICAL SPECIALIZED FIELDS	
--ASSIGNMENT: Look in yellow pages of phone book under "physicians and surgeons" and make a list of the different kinds of special doctors found in the area. Then look up these specialities and learn what parts of the body these doctors treat in particular. (Dictionary or SRA WORK) (SPECIAL FIELDS: General practice, neurology, electrogramyography, electroencephalography, pediatrics, allergy, osteopathic)	Yellow Pages of Phone Book Dictionary SRA Work Book Kit

TEACHING ACTIVITIES	FIFTH GRADE RESOURCES
--HAVE students do the same for doctors listed in the Albuquerque phone book to discover how many different kinds of specialists there are including the following: internist dermatologist obstetrics & gynecologist orthopedic ear, throst, nose ophthalmology (eye) psychiatrist urologist plastic surgeon pathologist anesthesiologist radiologist	
--HAVE each student research the occupation of one of these medical specialities using the SRA WORK KIT and any other resources, and write an occupational report.	SRA WORK KIT READING & WRITING
--HAVE students invite speakers in the health field to visit the class to speak about their occupations--including people in dentistry, hospital occupations, and doctors and nurses. (ALLOW ONE SESSION FOR EACH SPEAKER AND HAVE STUDENTS CONDUCT THE INTERVIEWS AND TAKE NOTES FOR REPORTS.)	
- - -

	TEACHING ACTIVITIES	FIFTH GRADE RESOURCES
	--ASSIGNMENT: Research and write a report or make a poster on one of the health related occupations you found in the hospital or clinic. If students make posters, be sure to instruct them to include all the information they would include in a written report.	SRA WORK KIT
Session 3 -	FIRST AID	
Several sessions	--UNDER supervision of the school nurse or another nurse, have students learn how to read a pulse and what it means.	SCIENCE: circulation, heart, breathing
	--HAVE students learn to read a thermometer and practice taking temperatures.	MATH
	--NURSE may, if possible, type each student's blood for him. This is useful to know for life.	
	--IF students wish, they may discuss with the class some personal medical problems (such as diabetes, epilepsy, anemia) in order to help all students to understand that everyone has some medical problems and limitations.	
	--HAVE the coach or some other qualified person such as a fireman, scout master, or representative from the electric company conduct a series of first aid sessions in which students participate and learn first aid for: --cuts and bruises --broken bones --artificial respiration --applying a tourniquet	SPEAKER-DEMONSTRATES SCIENCE: skeleton; circulation; respiration; muscles of body
	--HAVE students who wish volunteer to assist in the school nurse's room. These students can: --care for minor cuts & bruises --take temperatures --make patients comfortable	
Session 4 -	DISCUSSION ON HEALTH OCCUPATIONS AND PERSONALITY REQUIREMENTS	
	--ASK: Can you think of other health related occupations we have not already mentioned? (oral hygenists, oral surgeons, dental technologists, hearing aide consultants, occulists, optomotrists, chiropractor)	

TEACHING ACTIVITIES	SIXTH GRADE RESOURCES
--ALSO have bank speaker discuss loans, who can qualify, for what purposes, and what interest is charged.	
--HAVE students interview the speaker about his occupation and other jobs in banks.	
--ASSIGNMENT: Write a report on some bank occupation.	WRITING REPORTS
--HAVE students invite a credit manager from a department store to speak about credit or installment buying.	SOCIAL STUDIES installment buying
Session 5 - SPEAKER: Credit Manager	SPEAKER: credit manager
--HAVE speaker discuss buying on credit, how installment plans work; who can qualify for credit; how interest and carrying charges are added to the account.	
--HAVE speaker present students with a problem to work out--example, if interest rate is ___ and the amount of purchase was _____ to be paid over a two year period, how much total will the customer be paying.	MATH: percent
--HAVE students interview the speaker about his occupation and similar jobs.	
--HAVE students invite a Recruiting Officer from the Armed Forces to come and speak to the class.	
Session 6 - SPEAKER- Recruiter from Armed Forces	SPEAKER: Military
--HAVE speaker talk about the financial advantages of full time service in any branch of the Armed Forces: free education & training housing insurance lower cost on food, clothing at PX travel full pension after 30 years (a man could retire at age 47)	
--DISCUSS requirements for enlistment and the kinds of occupational training available to both men and women.	

TEACHING ACTIVITIES	FIFTH GRADE RESOURCES
--HAVE students list these other occupations on the board.	
--ASK: Do most of these careers deal primarily with (1) things, (2) ideas, (3) people? (people)	
--ASK: What personality qualities do you think are most needed in these occupations?	
--HAVE students list personality traits on board. They might include the following: kindness understanding patience cheerfulness empathy (to be able to put yourself in the place of the patient and know what he is feeling) tact respect interest sincerity sense of humor	
--HAVE students rate themselves on a scale of 1-10 with respect to how much of these individual characteristics they possess. (Example: if student feels he is very, very tactful, he might give himself a rating of 10 on tact).	
--IF students do not know the meaning of the terms naming the personality traits, have them look these up in a dictionary.	
--COMPARE total scores on personality traits.	MATH: adding total scores
--ASK: On the basis of your scores, which of you feel you posess most qualities needed for working closely with people as those in the health field need?	
--ASK: What health occupations don't work quite so closely with people? (technologists, research, record keepers, some medical office, pharmacists)	

TEACHING ACTIVITIES	FIFTH GRADE RESOURCES
--ASK: Who can name a kind of doctor who works with animals? (veterinarian)	
--ARRANGE a field trip to a vet's office or small animal hospital for students who might have a special interest in this field, OR invite a speaker in the animal health field to visit class. DISCUSS related work such as working for zoos, animal research...	FIELD TRIP OR SPEAKER
ion 5 - SPECIAL INTEREST PROJECTS (for students particularly interested in health occupations)	
--HAVE students interested in nursing occupations make posters to show the different duties and educational requirements for: registered nurses practical nurses nurses aides orderlies	RESEARCH Art
--HAVE these students write the Army Nurse Corps for information about their college program in which the government provides financial assistance for up to 2 years of college training for those who will serve as Army nurses. WRITE TO THE FOLLOWING: Nursing Opportunities Dept. 500 Hampton, Virginia 23369	WRITING letters
--HAVE students interested in medical-office occupations make posters to show requirements and duties for: medical receptionist medical secretary medical insurance clerk medical records keepers etc.	
--HAVE students find out how old they must be to perform some sort of volunteer work in a clinic, hospital, or retirment home and what kinds of ways volunteers serve.	
UNIT TEST List 5 health occupations	

UNIT NINE: MASS COMMUNICATION SIMULATIONS
(Each of these 4 simulations requires more than 6 sessions)

NOTE: IT MIGHT BE POSSIBLE TO BORROW EQUIPMENT FOR THESE SIMULATIONS FROM THE STATE DEPARTMENT OF EDUCATION. ALSO, MEDIA SPECIALISTS FROM THE STATE WOULD BE AVAILABLE AS SPEAKERS AND CONSULTANTS.

EXPECTED STUDENT PERFORMANCE:

The student will be able to:

--participate in some capacity in at least one of the following communication simulations:
-radio station
-TV station
-Movie company
-Publishing company

--list at least 5 occupations in the communication job cluster in mass communications

CURRICULUM RELATED CONCEPTS:

READING & WRITING: Scripts for production, publication, or advertising commercials; editing of manuscripts for spelling, grammar, punctuation; researching and writing reports.

ART: Developing set designs and models; advertising; costuming; and book illustration

ORAL COMMUNICATION: Expressing ideas dramatically and clearly through oral communication forms

SCIENCE: (Sixth grade text) Electricity into sound; radio waves; seeing with radio waves; radio waves from space

SOCIAL STUDIES: Means of communication from cave man to modern man--from drums and crude language to satelite communication.

MATH: Timing programs by seconds and minutes.

- -

TEACHING ACTIVITIES	RESOURCES
NOTE: THIS UNIT CONTAINS SUGGESTIONS FOR FOUR SIMULATIONS. THE TEACHER (AND STUDENTS) CAN ELECT TO OPERATE ALL 4 SIMULATIONS AT THE SAME TIME, WITH EACH STUDENT TAKING PART IN ONE SIMULATION, OR THE CLASS MAY WISH TO OPERATE THE SIMULATIONS ONE AFTER THE OTHER. OR, IF NECESSARY, THE SIMULATIONS THAT REQUIRE THE MOST EXPENSIVE AND SOPHISTICATED EQUIPMENT CAN BE ELIMINATED-- the TV and the Movie company simulations. THIS LAST DECISION NECESSARILY WILL BE MADE ON THE BASIS OF FUNDS AND TIME AVAILABLE. THE FOUR SIMULATIONS INCLUDED ARE: --A Radio station --A TV station --A Movie company --A Publishing company	
ion 1 - ORGANIZING THE SIMULATIONS	
--HAVE students recall kinds of communication previously studied in class. (newspaper, art works, telephone etc)	
--ASK: What were the earliest forms of communication used by the earlies man, i.e. Cro-Magnon man. (gestures, crude language, crude picture writings)	SOCIAL STUDIES
What forms of communication do you think the Hopi Indians used before modern times? (drum beats, art works, spoken language)	
Why is it important for us to have mass communication media such as newspapers, radio and tv? (So we can know what is happening in the world almost as soon as it happens. We can hear who won the presidential election the same day we vote--we don't have to wait for a pony express rider to come tell us. We can watch men explore the moon and learn about the universe in which we live. All these things affect our lives and we need to know about them.)	

TEACHING ACTIVITIES	FIFTH GRADE RESOURCES
--SAY: In South and Central American today there are still tribes of primative people who have been cut off from the rest of the world who live much as the early cave men live. If you were one of these people what would you think if you saw: --a tv program? (magic) --a space launch? --an airplane? (bird) --a package of frozen meat? What else would be strange to them? What things are these primative people concerned about? (food--hunting and fishing mostly--survival)	
--ASK: How is mass communication important to our survival? (helps us find jobs; learn about programs such as social security; warns us in case of storms or disaster etc)	
--SAY: The class is going to start some more mass communication simulations. (NOTE: THE NEWSPAPER, HOWEVER, WILL CONTINUE.) ASK: What communication simulations might we operate? (radio station; tv station; movie company; and publishing company)	
--HAVE each student select which simulation he wants to work in and proceed according to suggestions outlined in the following sessions.	
--ASSIGNMENT: Have students interested in radio and TV study 6th grade science text about how sound waves travel; electricity into sound; seeing with radio waves; how a microphone works; radio waves from space. Prepare an oral report to teach other students.	SCIENCE
NOTE: WHENEVER POSSIBLE, HAVE EACH GROUP IN A SIMULATION TAKE A FIELD TRIP TO A RADIO STATION, TV STATION, OR FILM COMPANY WORKING ON SITE IN THE AREA. OR HAVE MEDIA SPECIALISTS OR OTHERS IN THE FIELD TALK TO THE STUDENTS.	

TEACHING ACTIVITIES	FIFTH GRADE RESOURCES
2 - RADIO STATION SIMULATION	
Equipment Needed real or pretend microphone tape or cassette recorder to pre-record programs clock for timing programs to seconds records and record player-background music and for music shows a quiet room for recording props for sound effects	
--SELECT the General Manager of the station, and the call letters, for example, KTPS, (K-Taos Public Schools).	
--HAVE students study programs on the radio to get ideas of what they might do, and employees they will need.	
EMPLOYEES NEEDED: Script writers - write programs News writers - write news Typists - type scripts in all capital letters, double spaced Commercial writers PROGRAM MANAGER- decides what programs will be scheduled for what times Director - directs and times productions Announcers News reporters Actors for dramas and commercials Disc jockey Advertising salesmen to get ads from the school and other classes Audio technicians- responsible for taping programs on recorder Sound effects man	
--GENERAL Manager should confer with Program Manager and Director about scheduling--timing of each program--kinds of programs etc.	
--Managers confer with writers about the kinds of materials needed and the length of each.	
--WRITERS write scripts and submit them to managers. Accepted scripts go to typists.	WRITING SCRIPTS

TEACHING ACTIVITIES | RESOURCES

--HAVE actors practice reading scripts clearly and dramatically.

--HAVE audio technologists practice recording.

--DIRECTOR pretends he is in a glass enclosed control booth and cannot talk to the actors except by using these hand signals:

1) Moving hand in a circle in the air--
means "speed it up" time is running out.

2) Pulling hands apart in a stretching motion--
means "slow down"--stretch it out, we have too much time.

3) Slicing hand across throat--
means "cut" end quickly--time is over.

--EACH kind of program and every commercial must be carefully timed. For example, a dramatic story may be 15 minutes (or 13) allowing 1 minute for a commercial both before and after the show. If in practice, a certain script continues to run over the allowed for time, the script will need to be cut.

--WHEN practice indicates everyone is ready, run the schedule through without stopping, and record for later playback to the class or other classes.

---

ssion 3 - TV STATION SIMULATION

MATERIALS NEEDED:

Microphone
Tape or cassette player and recorder
Stage settings and props
Costumes and make up
Video tape camera
Video tape film
Video tape playback screen
Lights

TEACHING ACTIVITIES | RESOURCES

EMPLOYEES NEEDED:

General Manager
Program Manager
Directors
Script Writers
Typists
Set Designers
Stage Hands
Costume and make up artists
Actors, announcers, newsmen
Camera men
Audio technician (sound)

--HAVE students organize and proceed as for radio simulation (Session 2) with the addition of settings, costumes, and make up and props. Actors must learn where to stand in front of the camera to be in the picture (mark an X on the floor with chalk). Actors must also learn to move and walk and sit and still remain in the picture of the camera.

--HAVE students study programs on Tv and decide the kinds of shows they will have and how long each will be.

--AFTER practice, have employees produce the audio and video tapes for re-run presentation.

- - - -

TEACHING ACTIVITIES	FIFTH GRADE RESOURCES
Assistant Director Art Director Music Director Screen writers Actors Cameramen Set designers - designs set makes model of set directs building of set Grips - stagemen who help build sets and get props together Film editor - puts film clips together in right order - cuts when needed Electricians - in charge of lighting Costume designers - design & care for costumes Make up artists Extras - for crowd scenes Audio technicians - records sound on tape to go with the film action	
--HAVE students consider different kinds of films that can be made and examples of each kind, such as: Western Biography Animated Cartoons Documentary Educational Travelogue Musical Mystery etc.	TV Guide Movie listings in newspaper
--WRITERS who do the script should also include set directions, and camera directions (close up; long shot; disolve--means merge scene into next scene; fade out--means have picture disappear into darkness)	
NOTE: INSTEAD OF AN ORIGINAL STORY, WRITERS MAY ADAPT A FAMILIAR STORY.	
--HAVE all employees rehearse their jobs.	
--HAVE students research how movies are made and DISCUSS the importance of the industry to the State. (Many films are presently being filmed in New Mexico)	Movies & How They Are Made; Manchel World Book Encycl Vol. 13, 1971 Ed

TEACHING ACTIVITIES	RESOURCES
--HAVE employees observe movies on TV for discussion and criticism and ideas. --WHEN READY, shoot the movie, then synchronize the sound with the film and background music. --ARRANGE for a PREMIER showing of the film to other classes; parents; etc.	

ion 4 - BOOK PUBLISHING SIMULATION

MATERIALS NEEDED:

Paper
Typewriters
Blue or red pencils for editing
Paints for illustrations
Colored covers
Hole punch
Clips for binding pages

EMPLOYEES NEEDED:
Publisher
Editors
Readers
Secretary
Typists
Illustrators
Proofreaders
Free lance writers

--SELECT publisher and have students choose a name for their company.

--RESEARCH different kinds of books published by one large publisher (get copies of "book lists" from a book store or from a publisher)

--DISCUSS different kinds of books. (fiction, and kinds of fiction--biography-mystery-westerns-etc. Non-fiction--how to do it books; educational material; history; etc.)

--HAVE publisher select his staff. OTHERS in the class may wish to write books (any kind--even cartoons). These people are the free lance writers. PROVIDE copies of "Writer's Digest" and "The Writer" (magazines) for writers to study to learn techniques.

TEACHING ACTIVITIES

FIFTH GRADE RESOURCES

__Writers submit manuscripts to Publishing Company.

--READERS first review the manuscripts, then pass them on to the Editors with their comments and recommendations.

--IF editors decide to publish the manuscript, they inform the writer by letter.

--MANUSCRIPT is then checked for grammar, spelling and punctuation by editors and sent to typing with notes indicating where typist is to leave spaces for illustrations.

--ILLUSTRATORS also design the book covers.

--TYPED copy is then proofread by proofreaders and the writer, then is illustrated.

--The cover should also include a brief biography about the writer.

--ONLY one copy of each book can be published (or additional copies can be made on a ditto or mimeograph machine). Copies of books should be displayed on a special table or shelf in the classroom.

UNIT TEST

List 5 occupations in mass communications.

Write 2 occupational reports in regard to this cluster.

UNIT SEVEN: JEWELRY MANUFACTURING CORPORATION
(Requires more than 9 sessions)

EXPECTED STUDENT PERFORMANCE:

The student will be able to:

--organize and operate a corporation in which they may be stockholders

--calculate and disperse dividends

--list 4 qualities that make an employee most valuable

RELATED CURRICULUM CONCEPTS:

SOCIAL STUDIES: "Corporation"; Gross and Net sales; Profit margin

MATH: computing gross and net sales; computing dividends; bookkeeping

READING & WRITING: Minutes of meetings; reports

TEACHING ACTIVITIES	RESOURCES
ion 1 - ORGANIZING THE CORPORATION	
--REVIEW (or study) Social Studies section that includes the concept of "corporations".	SOCIAL STUDIES corporations
--SAY: Suppose that we want to start a business enterprise to manufacture and market wire earrings like these. (DISPLAY a sample pair of earrings you have made.) ASK: What would we need to start the business? (capital to buy supplies)	
--ASK: How could we get the capital to finance our manufacturing? (By offering shares in the corporation and letting class members buy these shares. The money from the sale of shares could be enough to start the business. For example; one share might be sold for 25¢. Students who wished could buy 1 or more shares. These students would be called SHAREHOLDERS or STOCKHOLDERS and would have a vote at meetings to determine policy and officers.)	

--EXPLAIN: A shareholder in a corporation gets one vote at meetings for every share of stock he owns.

ASK: If you pay $1.00 and buy 4 shares how many votes would you have in meetings? (4)

ASK: How would it be possible for a person with money to invest to get enough votes that he could control a corporation--by getting his friends elected to the Board of Directors?
(by buying up many shares of stock and having more votes than anyone else.)

--EXPLAIN: If the corporation is well run; If it produces a product that people want to buy (but which doesn't cost too much to make or sell), then the corporation will make money. This is called what?
(profit)

If a corporation makes profit, the profit is divided among its shareholders and the shareholders make money on their investment.

ASK: Do you think shareholders ALWAYS make money when they buy shares of stock?
(No--they can lose their investment and get no dividends if the corporation does not do well

--SAY: So, the investor must look carefully at what the corporation plans to do. For example, do you think wire earrings like this would sell? (They will not cost very much to make.) You must decide if you think it would be wise for you to invest your money and buy one or more shares of stock. If you think the corporation can make money, then it would be wise to invest because you can have your money make more money for you.

You will also want to see that our corporation has wise and efficient management who will help the corporation succeed so that you can make money on your investment.

TEACHING ACTIVITIES

RESOURCES

--EXPLAIN: For each share of stock you buy, you will receive a piece of paper called a CERTIFICATE OF STOCK. A stock certificate has designs on it and may look something like a dollar bill. This is so it cannot be easily copied.

--HAVE students choose a temporary treasurer of the corporation who will sell the stock shares and keep a record of the number on each stock certificate and the name of the person who owns it, such as:

Certificate #	Issued to:
1	John Doe
2	Mary Black

The treasurer will also make a list showing how many shares each stockholder has:

Name	Shares
John Doe	1
Mary Black	3

--HAVE students volunteer to make stock certificates with a numbering system so that no two certificates have the same number.

--HAVE all students select a name for the corporation as the name will need to appear on the stock certificates.

--ANNOUNCE that corporation shares will be on sale for one week. SET DATE AND TIME FOR THE FIRST STOCKHOLDERS MEETING.

- - - - - - - -

--HAVE STUDENTS WORK THESE:

1) If each share of stock costs 25¢ how much will 2 shares cost? (50¢)

   How much will 3 shares cost? (75¢)
   How much will 5 shares cost? ($1.25)
   How much will 7 shares cost? ($1.75)

MATH: multiplication

TEACHING ACTIVITIES	SIXTH GRADE RESOURCES
2) If the corporation sells 43 shares of stock at 25¢ each, how much capital will the corporation have to work with? ($10.75)	MATH: multiplication
3) Suppose the corporation makes a profit of $50.00 during its time of operation. If there are 43 shares of stock purchased, and profits are to be divided evenly for each share of stock, how much will each share earn in dividends? ($1.16)	MATH: division
4) If a shareholder owns 3 shares of stock, and dividends are declared at $1.16 for each share, how much will that shareholder get in dividends? ($3.48)	MATH: multiplication or addition
5) If the shareholder owns 3 shares and is to get $3.48 in dividends, how much will he get when the corporation is dissolved and his investment is returned to him along with his dividends? ($4.23)	MATH: addition
--HAVE students prepare ballot forms to be used at the Stockholders Meeting.	

on 2 - STOCKHOLDER'S MEETING

--ELECT a temporary chairman to conduct the meeting until the Chairman of the Board has been elected. Then he will conduct the remainder of the meeting.

--The temporary treasurer shall announce the total number of shares sold, and the total number of shareholders. He shall read a list of names of shareholders entitled to be present and vote in the meeting.

--FOR every vote taken, a shareholder will receive one ballot for <u>each</u> share of stock he owns.

TEACHING ACTIVITIES	SIXTH GRADE RESOURCES
--EXPLAIN: The duties of members of the Board of directors are to set all corporation policies, to select the officers of the corporation who will run the day-to-day affairs.	
--STOCKHOLDERS should decide: 1) How many persons shall be on the Board of Directors. (Between 3-9) (Have an uneven number) 2) Elected officers of the Board: Chairman Vice Chairman Secretary Treasurer Others? 3) How often the Board shall meet?	
NOTE: A TEMPORARY SECRETARY SHOULD TAKE NOTES FOR MINUTES OF THIS MEETING, RECORDING THE VOTES ETC.	
ion 3 - MEETING OF THE BOARD OF DIRECTORS	
--THE CHAIRMAN shall conduct this meeting to select officers of the corporation. (Officers need not be shareholders, but they may be.) President Secretary Treasurer Vice President of Procurement (gets materials needed) Vice President of Production (making the product) Vice President of Sales Others that may seem necessary	
--SECRETARY of the Board should notify officers of their selection and request that they reply in writing whether they will accept the position offered.	WRITING letters

TEACHING ACTIVITIES	SIXTH GRADE RESOURCES
sion 4 - MEETING OF CORPORATION OFFICERS	
--PRESIDENT conducts the meeting; Secretary takes Minutes and writes them up to be read at the next meeting of Officers.	
--DISCUSS duties of the individual officers.	
--DECIDE what employees will need to be hired. Personnel man Timekeeper Bookkeeper Production workers Packagers Sales force - advertisers Custodian etc.	
--DECIDE on employee policies: daily work hours number of absences allowed number of late shows allowed employee attitude	
--POST "help wanted" notice on bulletin board. Accept applications and interview prospects.	
--NOTIFY applicants in writing of acceptance or rejection for specific positions.	WRITING letters
--VICE PRESIDENT of Production and Vice President of Sales may wish to plan and conduct training sessions for their employees.	
--VICE PRESIDENT of Procurement should consult teacher and treasurer about purchasing supplies and amounts needed.	
--VICE PRESIDENT of Production may wish to make a schedule to show how much production will be expected by a particular time--then Sales force will know when they will be going into action.	
- - -

TEACHING ACTIVITIES

MATERIALS NEEDED:

#28 and #30 guage lightweight brass or galvanized florist's wire (hardware store)
plastic forks with 4 tines
screw-on earring findings
needle nose pliers (several)

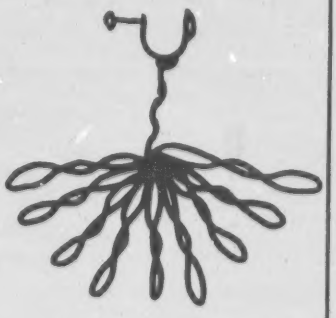
NOTE: EMPLOYEES MAY DUPLICATE SUGGESTED DESIGNS OR CREATE THEIR OWN. WIRE EARRINGS ARE MADE SIMPLY BY BENDING WIRE INTO LOOPS, CIRCLES, SQUIGGLES, OR FIGURE 8'S. THEY CAN BE SHAPED BY HAND, BY USING A PLIERS, OR BY BENDING AROUND AN OBJECT SUCH AS THE TINES OF A FORK.

DIRECTIONS

1. (For simple designs) such as the one shown, start with a piece of wire 6" in length.

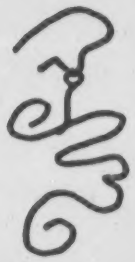
2. To make circles, bend wire around the tine of plastic fork. To make small circles, wrap wire around tightly--for large circles, wrap loosely. Connect end of wire to earring backings.

3. To make figure eights (complicated design--start with 50"-60" of wire). Weave wire through fork tines, over & under. Then weave back on other side of width of fork so that loops alternate. Slip loop off fork and make another figure 8 until you have 10-14 loops.



Attach 6" piece of wire run through top of each figure 8. Twist hanging wire & connect to earring.

4. For earrings for pierced ears, attach a thin piece of wire shaped as shown instead of attaching to screw-on backing.



5. MAKE a second earring to match the first one you made.

6. Package each pair of earrings on cardboard or in plastic.

--HAVE corporation officials decide on sales price of earrings. Price may vary according to whether a pair is simple or complex.

--PRICE items.

--HAVE Sales department devise a display board or case; advertise; and market the product in:

1) local stores
2) 6th grade store
3) door-to-door

--CALL frequent stockholders meetings to announce amounts of sales and profits to date--or notify shareholders in writing.

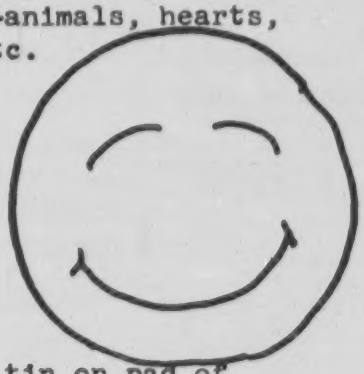
IF DECIDED BY THE BOARD, and the stockholders, operations may be expanded to include the manufacture and marketing of other kinds of jewelry including pins, armbands, and necklaces. (Advise Board not to take this action unless sales and profits are booming.)

- - - -

Pins (safety)
epoxy glue
steel wool
fine sand paper
nails (assorted sizes)
hammer
stacks of newspapers
old scissors
needle nose pliers

TO MAKE PINS

1) Draw design on paper--can be any simple outline--animals, hearts, peace symbols etc.



2) Place square of tin on pad of newspapers to work.

3) Trace design on tin with felt pen.

4) Cut out design in tin with old scissors. (If edges start to curl, smooth tin by rubbing gently on the wrong side.

5) Tap nail with hammer on back side to made holes for eyes or decorations.

6) You may leave the tin shiny, or texture it by lighting denting back with nails. (Be careful not to make holes unless you want to.)

7) Smooth rough edges with fine sand paper.

8) Polish with steel wool.

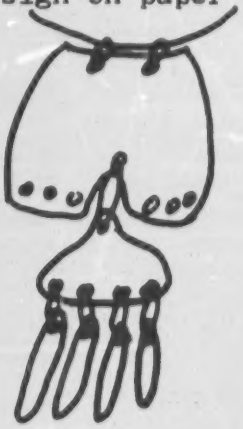
9) In order to attach pin on the back, gently scratch the surface. Then use epoxy glue and apply pin. Let dry.

NECKLACES

These can be made by joining several pieces of tin in a design and hanging the pieces together with thin wire circles. These design pieces are then hung on a thicker wire neck band.

Directions:

1) Draw design on paper such as:



2) Trace outline of pieces of the design on tin and cut out.

3) Punch holes for design and for connecting pieces.

4) Smooth with sandpaper and polish with steel wool.

5) Make links to connect design pieces by cutting lengths of thin wire 1 1/8" long. Bend into a "U" shape.

6) Put links through the punched holes from the right side. Leave the pieces loose enough for them to dangle. Bend ends of wire toward each other in the back.

6) Cut neckband wire to fit around neck plus about 1½ inches extra.

7) Make hooks at the ends of neckband wire to hook band around neck: (Then attach design to neckband with wire circles.)

TEACHING ACTIVITIES	SIXTH GRADE RESOURCES
ARMBANDS OR BRACELETS Directions: 1) Cut strips of tin as wide as you wish (1" - 4"). Have strips be 1" shorter than upper arm or wrist measurement. 2) Decorate strip by texturizing or punching holes. Punch one hole at the end of each strip. 3) Smooth edges with sandpaper. Polish with steel wool. 4) Attach to wrist or arm by tying a piece of leather, yarn, or ribbon through the two end holes. 5) Package and market the jewelry.	
ession 7 - DISSOLVING THE CORPORATION --AT a final stockholders meeting, have the Treasurer report on: (present in writing) -total shares purchased (starting capital) -cost of materials -total sales (gross) -net sales (profit determined by subtracting costs of production from gross sales) - number of shares purchased --TREASURER then should recommend that the profits or Net receipts be evenly distributed to shareholders as dividends. --HAVE stockholders determine how much dividends each share will draw. (Divide the net receipts by the number of shares sold) --The Board shall then entertain a vote to declare dividends in the amount stated, and then to dissolve the corporation. --TREASURER shall then distribute dividends to shareholders and also return the price of their original investment.	Vocabulary: gross net

TEACHING ACTIVITIES	SIXTH GRADE RESOURCES
Session 8 - REVIEW AND DISCUSSION	
--ASSIGNMENT: Write a page on what the Corporation simulation meant to you. In your paper, discuss how you <u>felt</u> working the the capacity in which you served. (Papers need not be signed)	WRITING reports
--DISCUSS the <u>feelings</u> of the students about such matters as:	
-authority figures on the job-- (students may express resentment, if so try to dig out where this feeling comes from. Ask if we are not exposed to "authority" figures all our lives, in anything we do. The problem is how do we <u>react</u> to authority? --tell people off --walk off the job --knuckle under --put authority on a pedestal --realize the authority is not always right, but hold back feelings in order to keep the job or avoid trouble)	
-how to be a good leader; how does it feel to be in a position of authority? Why?	
-were there any rewards in your job or was it just something you had to do? --experienced satisfaction in creating something pretty --satisfaction in being able to sell the product --satisfaction in making money	
--ASK: If you were in a leadership position in a company or any business (example, in the hotel business, or an office, or as Principal of a school) WHAT QUALITIES WOULD YOU LIKE MOST TO SEE IN YOUR EMPLOYEES?	

TEACHING ACTIVITIES

SIXTH GRADE RESOURCES

--STUDENTS might list the following qualities as being most desirable for an employee:

-ability to stick to a job and finish it

-ability to do the job well and quickly without constantly being told what to do

-loyalty to company and employer (doesn't bad mouth employer or company)

-dependability (gets to work on time; has few absences)

-respect for authority figures

-gets along well with other employees

- cheerful, willing worker

--STUDENTS might rate themselves on a 1-10 scale as to how they feel they rate as employees according to these qualities.

--ELECT "The Most Valuable Employee" of the Corporation (or Month, or Week). The student winning this honor might have his picture displayed on a student-made poster listing him as "Most Valuable Employee"

- - - -

UNIT EIGHT: WORKING TOWARD YOUR FUTURE
(9 Sessions)

EXPECTED STUDENT PERFORMANCE:

The student will be able to:

--write a realistic budget for a single person starting on his own

--list at least 2 opportunities he could take advantage of to make money right now

--indicate whether he would prefer to work at a job that deals primarily with (a) people or animals, (b) things, or (c) ideas and be able to state why he has made this decision

--prepare for his future by selecting courses for Junior High that will lead to his presently planned goal

CURRICULUM RELATED CONCEPTS:

MATH: Writing and tabulating budget; percentages; multiplication; division; interest on savings and on charge accounts

TEACHING ACTIVITIES	RESOURCES
sion 1 - WHAT DOES IT COST TO LIVE?	
--SAY: Suppose that you are eighteen years old, have finished high school, and now have your first job. In order to be really on your own, you will have your own apartment, do your own cooking, washing and ironing--support yourself entirely.	
WRITE down a list of things you think you will need to spend your money for. (food, rent.....)	
THEN write down how much you think each of these items would cost you every month.	
SAY: If you don't know, guess to the best of your ability.	
--NOTE: DO NOT COLLECT THESE PAPERS OR DISCUSS THE COSTS.	

SUPPLEMENT "A"

WHAT IT COSTS FOR ONE PERSON TO LIVE ONE MONTH-

Rent (small apartment).....$_____

Food.....$_____

Clothes.....$_____

Transportation

Car payment.....$_____
Make_____ Model_____

Gas, oil and repairs $_____

Total car.....$_____

Utilities:

Gas.....$_____

Water.....$_____

Electricity.....$_____

*Phone.....$_____

Total Utilities....$_____

Medical, Dental.....$_____

*Church or charity.....$_____

Miscellaneous (Washing, ironing, recreation, gifts, cigarettes etc.).....$_____

TOTAL COSTS.....$_____

*These items are optional.

TEACHING ACTIVITIES	SIXTH GRADE RESOURCES
--ASK: What were the four most necessary items on your list? (food, rent, clothing and transportation to get to work) LIST ON BOARD. What other expenses did you think you might have? ADD TO LIST ON BOARD. --ASK: How could you go about finding out realistic costs--not guessing--about how much these items would really cost every month? (Ask parents or other adults; check ads in newspapers; talk to car dealer; read "rental" ads.) --SAY: Keep these lists you just made. After some research, you can compare the two sets of figures to see how closely you guessed. --ASSIGNMENT (ALLOW 1 WEEK): Research information and fill in budget form, Supplement A, page 68. This will give you a real idea of what it might cost you to start on your own.	
on 2 - DISCUSSION: COST OF LIVING	
--HAVE students compare total costs they arrived at on Supplement A. List totals on board and arrive at an average cost for one person to live for one month.	MATH: averaging
--COMPARE figures on Supplement A with the figures on the lists students made previously. ASK: Were your figures close the first time? Where were you far off? What costs surprised you most? ASK: How much money will you have to earn in order to pay these costs?	
--HAVE students figure these problems and write down the answers: 1) If you earned $1.60 per hour and worked 40 hours a week, how much would you gross every week? ($64.00)	MATH: multiplicatio

TEACHING ACTIVITIES	SIXTH GRADE RESOURCES
NOTE: Be sure each student understands how to work each problem.	
2) If you earned $64.00 every week for a year, how much would you earn in a year? ($3328.00)	MATH: multiplying $64.00 X 52 weeks
3) If you earned $3328.00 a year, how could you figure how much you earn in one month? (divide by 12) ($277.33)	MATH: division
4) Is $277.33 a month enough money to meet the costs in your budget? or would you need to have a job that pays more than $1.60 an hour?	
--HAVE students figure earnings if pay rate is $2.00 per hour at 40 hours a week:	MATH: multiplication
5) How much earned each week? (80.00)	
6) How much earned a year? ($4160.00)	
7) How much earned a month? ($348.33)	division
--ASK: Would this ($348.33) be enough to meet your budget needs?	
If you did not earn enough to meet your budget needs, how could you cut down on expenses? (share an apartment thus cutting rent and food and utilities in half)	
--EXPLAIN: There are some expenses we have not yet allowed for that we need to know about.	
For example, your paycheck for (use figure that applies) a week will <u>never</u> be the full amount because certain deductions are made from your paycheck before you get it.	
--ASK: Do you know what deductions can be taken out of your paycheck? (U.S. Income tax; State income tax; Social Security; possibly pension and health insurance)	

TEACHING ACTIVITIES	SIXTH GRADE RESOURCES
--HAVE students invite a speaker to come and discuss payroll deductions. He may be a representative from the Bureau of Revenue, a payroll clerk, or Treasurer of the School Board.)	
n 3 - SPEAKER: Subject-Payroll Deductions	SPEAKER
--HAVE speaker explain simply what items can be deducted from paychecks and how these deductions are figured.	
--ASK the speaker to use the student's annual earnings figure (arrived at in Session 2) and let students figure the amount of Federal Withholding.	
--HAVE students interview the speaker about his job.	

After speaker: DISCUSS how much the paycheck discussed in Session 2 would be with the deductions taken out (net pay)	
ASK: Is this enough to meet the budget needs?	
--EXPLAIN: Another important living cost that we have not allowed for is insurance. If you are going to have a car, you will need insurance. You might also want insurance on your possessions in your apartment, and you might be smart to invest in life insurance at the early age of 18.	
--HAVE students invite an insurance man to visit the class.	
ion 4- SPEAKER--Insurance Salesman	SPEAKER- Insurance sales
--Have speaker discuss the need to save for retirement years. He might give them figures on how much Social Security presently pays per month and ask if they think they could live on that amount.	

TEACHING ACTIVITIES	SIXTH GRADE RESOURCES
--Be sure the speaker explains different kinds of insurance: auto insurance (liability; collision & comp) life insurance (term; whole life; decreasing term....) which policies have cash value	
--HAVE students interview speaker about his occupation and the qualifications for his work, education, financial rewards....etc.	
--HAVE students write a report about the occupation of one of the recent speakers.	WRITING- reports
---	
--HAVE students invite a banker to visit the class to discuss saving for the future by starting a savings account.	
on 5- SPEAKER; Banker	SPEAKER - Banker
--HAVE speaker show a savings book and explain how interest is added to the money in your savings account.	
--HAVE speaker present students with a problem. EXAMPLE: if you have $100.00 in your savings and the annual interest rate is 5%, how much interest will your $100 draw in a year? ($5.00)	MATH: percents
--HAVE speaker explain interest that is paid more than once a year.	
--HAVE students figure this problem: If you have savings that you build up in the bank now to $100 and you leave it there but don't add to it for ten years, ten years from now how much will your savings account be if the annual interest rate is 5%? ($150)	
--HAVE speaker explain why it is important for young people starting out to save money. He might even discuss advantages of such programs as the Christmas Club.	

TEACHING ACTIVITIES | RESOURCES

--HAVE students interview speaker about his career and others available in the service.

- - - -

TEACHING ACTIVITIES

RESOURCES

--ASK: How do great artists, musicians, or writers get to be good? (practice)

--SAY: Maybe practicing these skills doesn't put money in the bank now, but it is building a bank of experience--increasing your skills.

--SAY: Ask yourself how you can gain experience in doing what you think you would like to do when you are on your own. What if you think you want to be a football or baseball coach? What could you do now to gain experience in coaching?
(form a team of younger boys and have a friend form a team so you can play each other.)

What if you want to ve a veterinarian? What could you do not to gain experience? (volunteer free service to an animal clinic)

What if you want to be a secretary? What could you do now to gain experience? (volunteer as a typist for a service agency or a private business)

--SAY: Volunteer work such as thing is something you can list as experience on a job application and that is important. For example, if you work in the school cafeteria and learn how to run the dishwasher, you have learned a skill that you can list on an application if you apply for a job later in a restaurant.

--ASSIGNMENT: Think about things you would like to do maybe this summer that would help your money bank or your experience bank.

- - - -

TEACHING ACTIVITIES | RESOURCES

--SAY: What if every day of your life someone put $1440 in your bank account, but each day you had to spend the whole amount because none could be carried over. If you didn't spend it, you would lose it forever.

Each of us has a bank account like that--except it is not an account of money--it is an account of time.

At the beginning of every day in your life, you have 1440 minutes to spend. All the minutes must be used up. How you use them can be very important to your future.

--ASSIGNMENT: Keep a record of how you spend your 1440 minutes tomorrow. Make your record sheet like this:

Withdrawals:	Balance:
x x x	1440
sleep (12 - 7 a.m) 420 min.	1020
eating-dressing 60 min	960
taking bus 20 min	940
school 360 min.	580

When you have finished your record, look it over to see if you think you have spent your time balance well. If not, write a sentence or two of how you plan to spend your future time balances.

- - - -

TEACHING ACTIVITIES	SIXTH GRADE RESOURCES
sion 9 - FIELD TRIP TO JUNIOR HIGH	
--HAVE students t[illegible] unselor abou[illegible] elective cour[illegible]e to them the next year and [illegible]red courses.	
--TOUR the campus and see what facilities are available.	
--HAVE Junior High students talk to the group about extra curricular activities.	
--AFTER the field trip assist students in planning their course of study for Junior High in accord with their interests and occupational goals.	
NOTE: IT MAY ALSO BE MOTIVATIONALLY SOUND TO TAKE A FIELD TRIP TO THE HIGH SCHOOL.	